



Adequate Yearly Progress Trends 2002-2005

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Adequate Yearly Progress Trends: 2002-2005

Executive Summary

President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into law on January 8, 2002. This law is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and raises the accountability for state (SEA) and local (LEA) education agencies to increase the academic achievement of students at all levels of public education.

Adequate Yearly Progress (AYP) is the key component of NCLB. AYP is a plan to hold each school and LEA accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP details are to be determined by each state for its own districts/charter school local educational agencies (LEAs) and schools, and must include the total student body as well as specific disaggregated groups (No Child Left Behind, 2002, §1111(b)(2)(C)(v)).

AYP is determined using three factors, depending on the grade levels in the school. Failing to meet AYP goals for any one of the three factors for two consecutive years will place the school into a school improvement program:

- **Assessment participation rate (all schools and subpopulations).** Federal law requires that 95% of students in each school and each subpopulation within each school be tested during each school year.
- **Academic performance (all schools and subpopulations).** The proportion of students scoring at or above the proficient level on the Idaho Standards Achievement Tests (ISAT) reading and math. Federal law requires that 100% of students in each school and each subpopulation achieve scores at the proficient level or above by the 2013-2014 school year.
- **Graduation rate (diploma-granting high schools *only*).** The proportion of students successfully completing high school, not counting high school equivalencies (e.g. GED). For AYP, graduation rate is reported and calculated at the school level. It is only disaggregated as appropriate for Safe Harbor¹ purposes. At this time, however, Idaho does not have a process for disaggregating graduation rate.
- **Third academic indicator (grades 3–8 *only*).** The third academic indicator varies district-by-district. Each district/charter LEA must choose one of these three indicators for all schools and is required to use the chosen indicator for a minimum of

¹ NCLB includes provisions for “Safe Harbor” for districts/charter LEAs and schools that do not meet AYP requirements in a specific year. Safe Harbor is automatically determined if any academic proficiency target is not met. A district/charter LEA or school is placed into Safe Harbor if it can demonstrate a 10% decrease in the number of students in each disaggregated group that did not achieve academic proficiency targets from the prior year, *and* that disaggregated group achieves its third academic indicator target for the current year. Safe Harbor may allow the district/charter LEA or school to make AYP even when proficiency goals are not actually reached.

three years. For AYP, the third academic indicator is reported and calculated at the school level. It is only disaggregated as appropriate for Safe Harbor purposes:

1. Maintain or increase the percentage of students scoring proficient or above on the ISAT-Language Usage.
2. Increase percentage of students scoring advanced.
3. Decrease percentage of students scoring below basic.

The AYP targets are determined by applying these four factors to each of the ten disaggregated groups, creating 41 specific targets each district/charter LEA and school must meet to have met AYP for the year. **Missing any one target identifies the entire district/charter LEA or school as not meeting AYP for the year.**

Academic Achievement

There are four academic achievement levels required in AYP (Idaho State Board of Education, 2005a). These levels are

1. **Below Basic** – The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.
2. **Basic** – The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
3. **Proficient** – The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.
4. **Advanced** – The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.

NCLB requires that all students achieve proficiency or above in reading and mathematics within 12 years of enactment, or the 2013-2014 school year (No Child Left Behind, 2002, §1111(b)(2)(F)). Schools, districts/charter LEAs, and the state are to implement programs and procedures that will help students who are **not** reaching proficiency improve academic achievement to the proficient level or above within this time frame. Districts/charter LEAs and schools that do not meet AYP requirements for two consecutive years are identified for improvement programs. Specific sanctions are placed on districts/charter LEAs and schools that do not meet AYP requirements for five consecutive years (No Child Left Behind, 2002, §1116(b)(1)(A), §1116(b)(7), and §1116(b)(8)). Appendix A contains a detailed analysis of AYP sanctions placed on districts/charter LEAs and schools.

Conclusions

From an examination of the data presented in this analysis, it is apparent that:

1. A larger percentage of schools are meeting AYP targets than districts/charter LEAs on all academic indicators
2. A larger percentage of districts/charter LEAs are meeting AYP targets through the provisions of Safe Harbor than schools
3. Districts/charter LEAs and schools missed AYP targets for (a) economically disadvantaged students (Econ), (b) Hispanic students, (c) students with disabilities (SWD), and (d) limited English proficient students (LEP) more than for any other disaggregated group. This trend is seen in both reading and math proficiency.

Adequate Yearly Progress Trends: 2002-2005

Background

President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into law on January 8, 2002. This law is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and raises the accountability for state (SEA) and local (LEA) education agencies to increase the academic achievement of students at all levels of public education.

Adequate Yearly Progress (AYP) is the key component of NCLB. AYP is a plan to hold each school and LEA accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP details are to be determined by each state for its own districts/charter school local educational agencies (LEAs) and schools, and must include the total student body as well as specific disaggregated groups (No Child Left Behind, 2002, §1111(b)(2)(C)(v))². There are four disaggregated groups required by NCLB³:

1. All Students
2. Limited English Proficient (LEP)
3. Students with Disabilities (SWD)
4. Economically Disadvantaged (ECON)

State must decide which ethnicities will be disaggregated for AYP. Idaho requires six additional disaggregated groups³ for AYP, for a total of ten disaggregated groups:

5. White
6. Hispanic
7. African American
8. American Indian/Alaska Native

² NCLB requires each state to set a minimum number (n) of students required for data disaggregation that will provide statistical reliability. Additionally, NCLB requires each state to protect student privacy by setting a minimum number (n) of students required for public reporting. In Idaho, minimum n has been set at n = 34 for statistical analysis and n = 10 for public reporting. Therefore, data from districts/charter LEAs, schools, and subpopulations with n < 34 is not be analyzed statistically. AYP determinations **will not** be made for these groups. No data from districts/charter LEAs, schools, and subpopulations with n < 10 will be reported publicly. See Appendix B for a detailed analysis of minimum n.

³ Please note that these are the official state and federal designations for the disaggregated groups. These designators have been shortened for use in the graphics displayed throughout this report only to allow the graphics to be more easily seen and read, and should not be construed to be a slight aimed toward any particular race or ethnic group, nor any of the special populations.

9. Asian

10. Hawaiian/Pacific islander

AYP is determined using three factors, depending on the grade levels in the school. Failing to meet AYP goals for any one of the three factors for two consecutive years will place the school into a school improvement program:

- **Assessment participation rate (all schools and subpopulations).** Federal law requires that 95% of students in each school and each subpopulation within each school be tested during each school year.
- **Academic performance (all schools and subpopulations).** The proportion of students scoring at or above the proficient level on the Idaho Standards Achievement Tests (ISAT) reading and math. Federal law requires that 100% of students in each school and each subpopulation achieve scores at the proficient level or above by the 2013-2014 school year.
- **Graduation rate (diploma-granting high schools *only*).** The proportion of students successfully completing high school, not counting high school equivalencies (e.g. GED). For AYP, graduation rate is reported and calculated at the district/charter LEA and school levels. It is only disaggregated as appropriate for Safe Harbor (see page 8) purposes. At this time, however, Idaho does not have a process for disaggregating graduation rate.
- **Third academic indicator (grades 3–8 *only*).** The third academic indicator varies district-by-district. Each district/charter LEA must choose one of these three indicators for all schools and is required to use the chosen indicator for a minimum of three years. For AYP, the third academic indicator is reported and calculated at the district/charter LEA and school levels. It is only disaggregated as appropriate for Safe Harbor purposes:
 1. Maintain or increase the percentage of students scoring proficient or above on the ISAT-Language Usage.
 2. Increase percentage of students scoring advanced.
 3. Decrease percentage of students scoring below basic.

The AYP targets are determined by applying three of these four factors (depending on the grade level of the school or district/charter LEA) to each of the ten disaggregated groups. The AYP targets reflect:

- a. Reading participation.
- b. Reading academic proficiency.
- c. Math participation.

- d. Math academic proficiency.
- e. The entire district/charter LEA and school must meet either the graduation rate (diploma-granting high schools) or third indicator (grades 3-8) requirement.

There are 41 specific targets each school and district must meet to have met AYP for the year. **Missing any one target identifies the entire district/charter LEA or school as not meeting AYP for the year**, whether a single AYP target was missed, or all 41 targets.

Academic Achievement

There are four academic achievement levels required in AYP (Idaho State Board of Education, 2005a). These levels are

1. **Below Basic** – The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.
 - The student has critical deficiencies of relevant knowledge of topic and/or misconceptions about some information.
 - The student cannot complete any skill set without significant assistance and coaching.
2. **Basic** – The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.
 - The student has an incomplete knowledge of the topic and/or misconceptions about some information.
 - The student requires assistance and coaching to complete tasks without errors.
3. **Proficient** – The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.
 - The student demonstrates a comprehensive understanding of all information relevant to the topic, at level.
 - The student can perform skills or processes independently without any significant errors.
4. **Advanced** – The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.
 - The student demonstrates a comprehensive understanding of all information relevant to the topic at level.

- The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level.
- The student can perform skills or processes independently without any significant errors.

NCLB requires that all students achieve proficiency or above in reading and mathematics within 12 years of enactment, or the 2013-2014 school year (No Child Left Behind, 2002, §1111(b)(2)(F)). Schools, districts/charter LEAs, and the state are to implement programs and procedures that will help students who are *not* reaching proficiency improve academic achievement to the proficient level or above within this time frame. Districts/charter LEAs and schools that do not meet AYP requirements for two consecutive years are identified for improvement programs. Specific sanctions are placed on districts/charter LEAs and schools that do not meet AYP requirements for five consecutive years (No Child Left Behind, 2002, §1116(b)(1)(A), §1116(b)(7), and §1116(b)(8)). Appendix A contains a detailed analysis of AYP sanctions placed on districts/charter LEAs and schools.

Meeting AYP Targets

Meeting AYP targets is determined using the proportion of students scoring at or above the proficient level on the reading and math portions of Idaho Standard Achievement Test (ISAT). The language usage portion of the ISAT also may be used as the third academic indicator. For NCLB purposes, only grades 3-8 and 10th grade are required for AYP.

The reading, math, and language usage ISAT are all administered twice each school year, once in the fall and again in the spring. The fall ISAT administration uses an adaptive level test format; the difficulty of each test item is dependent on the student's ability and used to determine the student's individual academic level. The spring ISAT administration includes two sub-tests: (a) an adaptive level test similar to the fall tests and (b) an on-grade-level test where all items are written at the students' specific grade level (e.g. all fifth-grade students receive fifth-grade test items, regardless of their academic ability).

For AYP, the fall ISATs and the levels subtest of the spring ISATs *are not* included when making AYP determinations. **Only** the spring on-grade-level subtest is used when making AYP determinations.

The ISAT was a new testing program prepared specifically for Idaho in 2002-03. At the time it was selected as Idaho's statewide standardized test, it did not include an on-grade-level subtest. The spring on-grade-level ISAT was developed and implemented incrementally over school years 2002-03 through 2004-05 as shown in Table 1:

Table 1.

Incremental Development and Implementation of the Spring On-grade-level ISAT

| Year | Grade Levels Tested |
|-----------|---------------------|
| 2002-2003 | 4, 8, and 10 |
| 2003-2004 | 3, 4, 7, 8, and 10 |
| 2004-2005 | 3 through 8 and 10 |

In order to meet the NCLB requirement that all students score proficient or advanced by the 2013-14 school year, the State Board of Education (SBOE) has created intermediate targets. The intermediate targets define the required proportion of students that must score at the proficient or advanced academic level for each district, school, and disaggregated group to meet AYP requirements. To assist in meeting these targets, the SBOE has recommended annual targets. Table 2 outlines Idaho's annual and intermediate targets throughout the life of NCLB (Idaho State Board of Education, 2005b).

Table 2.

Annual AYP Targets

| NCLB Year | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
|---------------------------------|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Reading | | | | | | | | | | | | |
| Annual Targets (recommended) | Baseline Year No AYP | | 3% | 3% | 3% | 3% | 3% | 3% | 4% | 4% | 4% | 4% |
| Intermediate Targets (required) | | 66% | 66% | 72% | 72% | 76% | 78% | 84% | 84% | 92% | 92% | 100% |
| Math | | | | | | | | | | | | |
| Annual Targets (recommended) | Baseline Year No AYP | | 4% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% |
| Intermediate Targets (required) | | 51% | 51% | 60% | 60% | 70% | 70% | 80% | 80% | 90% | 90% | 100% |

Safe Harbor

NCLB includes provisions for "Safe Harbor" for districts/charter LEAs and schools that do not meet AYP requirements in a specific year. Safe Harbor is automatically determined if any academic proficiency target is not met. A district/charter LEA or school is placed into Safe Harbor if it can demonstrate a 10% decrease in the number of students in each disaggregated

group that did not achieve academic proficiency targets from the prior year, *and* that disaggregated group achieves its third academic indicator target for the current year. Safe Harbor may allow the district/charter LEA or school to make AYP even when proficiency goals are not actually reached.

Emerging from School Improvement

When a district/charter LEA or school does not meet any AYP target for a specific year, it is put on Alert Status. If the district/charter LEA or school meets all AYP targets the following year, it emerges from Alert Status and no further consequences are required.

Not meeting AYP targets on the same test (i.e., Reading or Math) for a second consecutive year places the district/charter LEA or school into School Improvement (SI). Once in School Improvement, it is required to meet AYP targets two consecutive years before it emerges from School Improvement.

AYP Trends

This trends analysis is based on the requirements of NCLB as summarized in Tables 1 and 2 above. As shown in Table 1, the number of students tested each year is growing as ISAT tests become available at additional grade levels. As shown in Table 2, there is also a biennial increase in the percentage of students that must score at the proficient or advanced level for the districts/charter LEAs and schools to maintain having met AYP each year.

Appendix A outlines the progression of consequences for districts/charter LEAs and schools that do not meet AYP for up to five consecutive years.

Trends Based On Academic Indicators

All Targets

As stated earlier, each district/charter LEA and each school must meet a total of 41 specific targets to have met AYP for the year. **Missing any one target identifies the entire district/charter LEA or school as not meeting AYP for the year.**

Figure 1 (districts/charter LEAs) and Figure 2 (schools) shows AYP trends for all AYP targets. This is the distribution of AYP that is reported to the U.S. Department of Education for accountability purposes under NCLB.

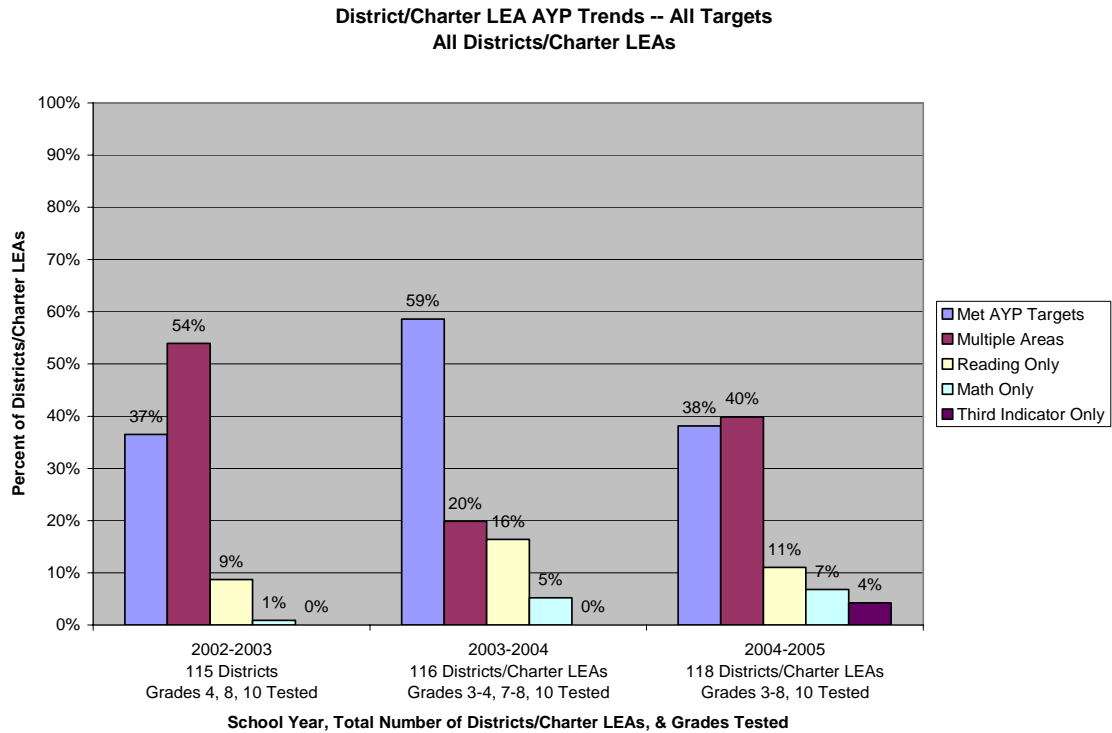


Figure 1. District/Charter LEA AYP Trends for All Targets. A district/charter LEA may only miss one target to have not made AYP for the year. They may have missed targets in one area (e.g., reading only) or in multiple areas (e.g., both math and third indicator).

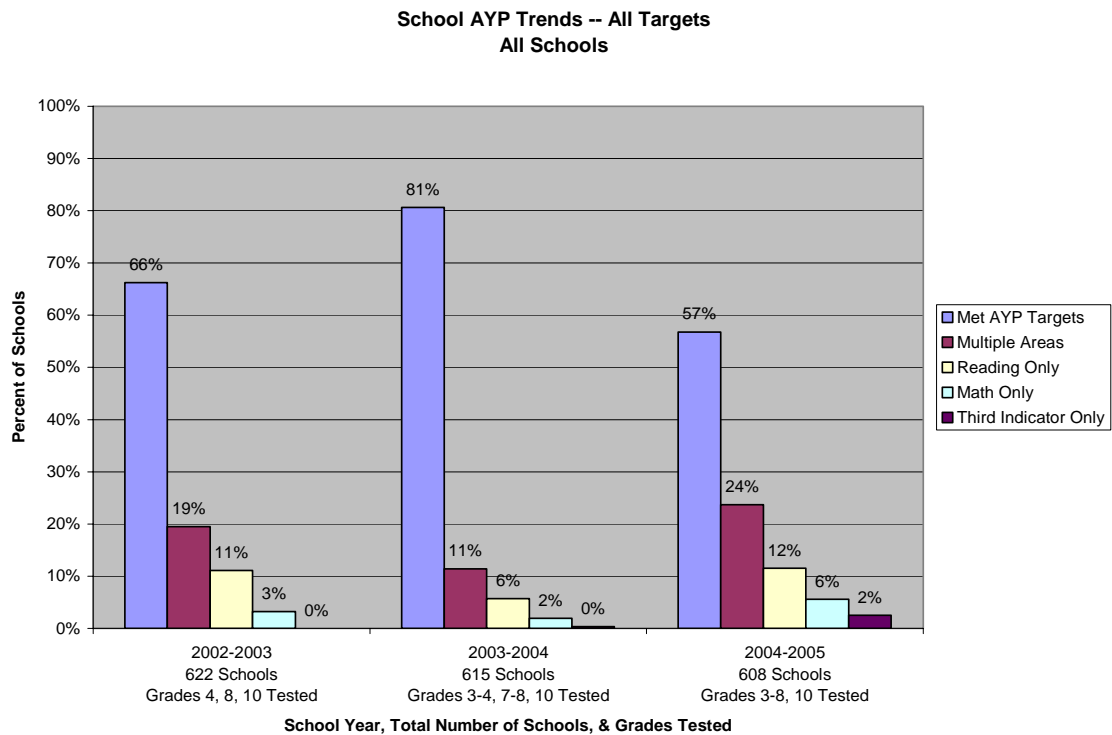


Figure 2. School AYP Trends for All Targets. A school may only miss one target to have not made AYP for the year. They may have missed targets in one area (e.g., reading only) or in multiple areas (e.g., math and third indicator).

Appendix C shows the AYP trend for charter LEAs on All Targets. AYP trends for Title 1A, charter, and alternative schools on All Targets are shown in Appendix D.

Reading

Figure 3 (districts/charter LEAs) and Figure 4 (schools) shows AYP trends based on the ISAT reading test only.

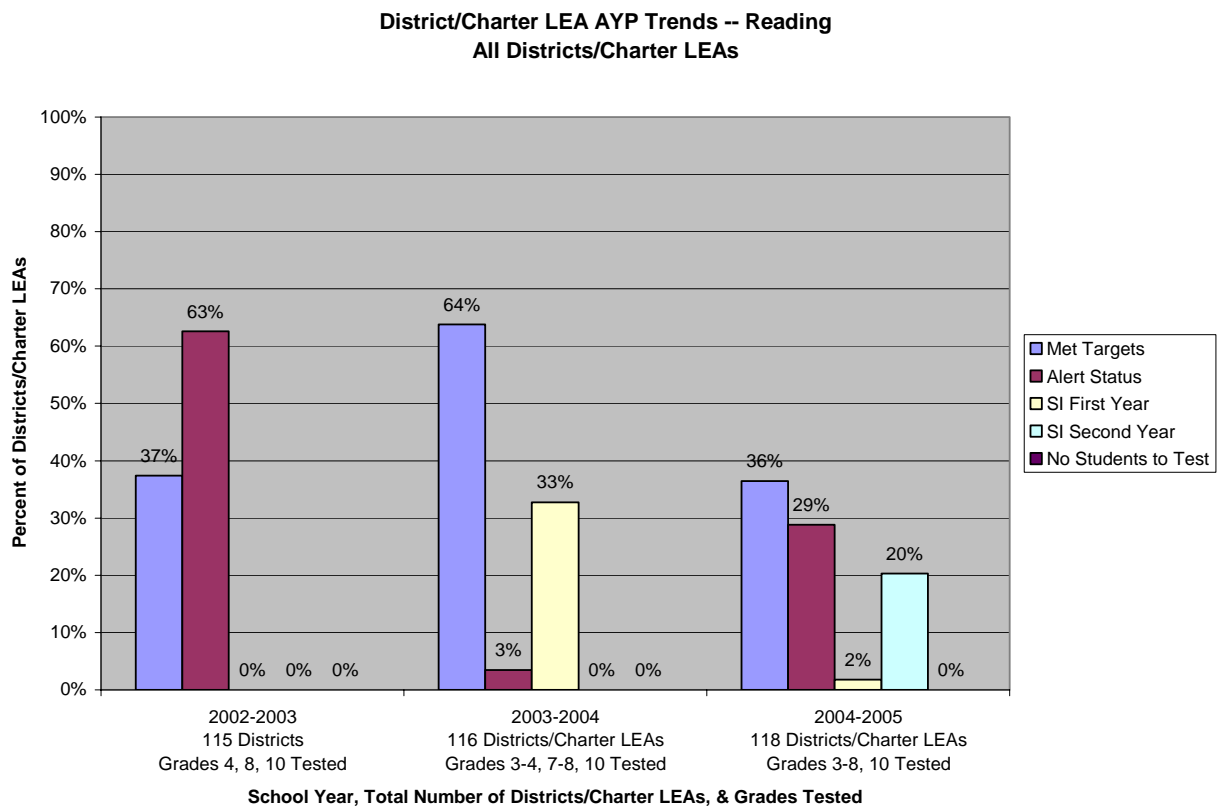


Figure 3. District/Charter LEA AYP Trends for Reading. This graph differs from Figure 1 in that districts/chapter LEAs may have met reading targets while missing math and/or third indicator targets. Though districts/chapter LEAs may have met requirements for reading, they would still miss AYP for the year if math and/or third indicator targets were missed.

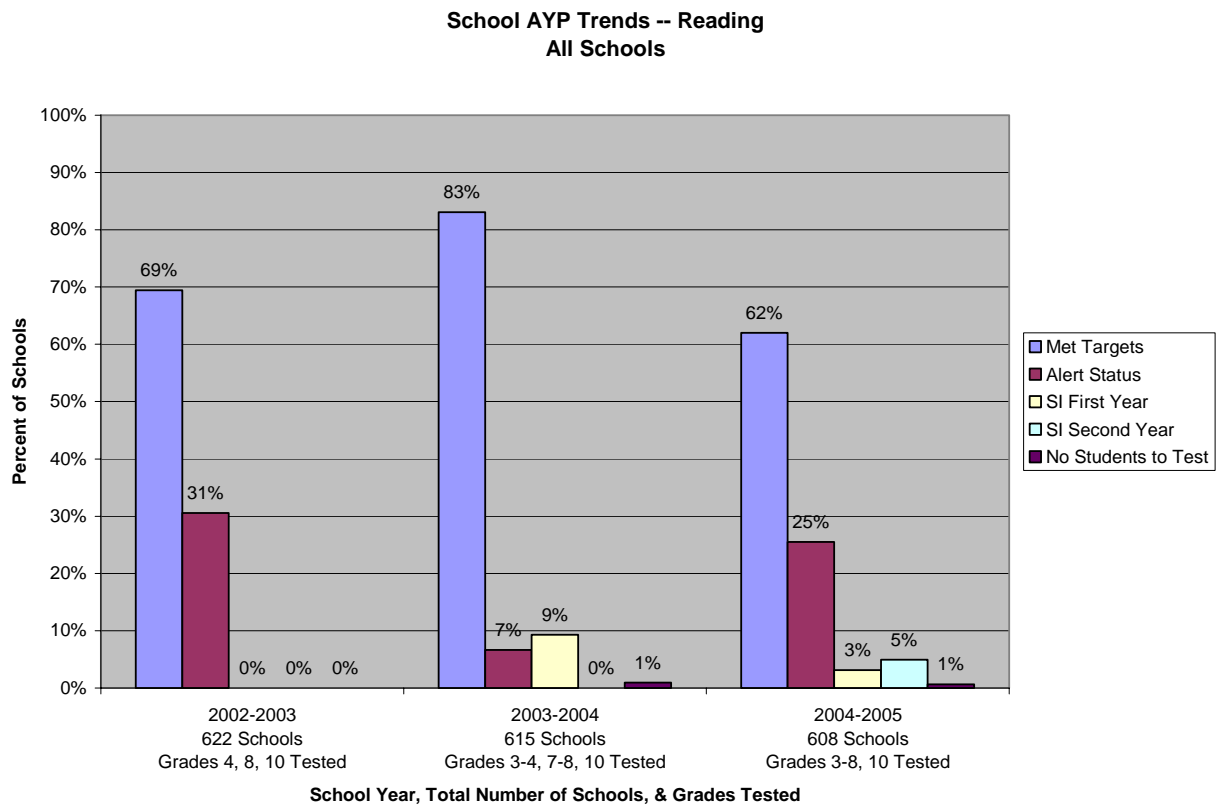


Figure 4. School AYP Trends for Reading. This graph differs from Figure 2 in that schools may have met reading targets while missing math and/or third indicator targets. Though schools may have met requirements for reading, they would still miss AYP for the year if math and/or third indicator targets were missed.

The AYP reading targets for districts/charter LEAs missed are summarized in Appendix E. Appendix F shows the AYP reading targets missed by schools.

Math

Figure 5 (districts/charter LEAs) and Figure 6 (schools) shows AYP trends based on the ISAT math test only.

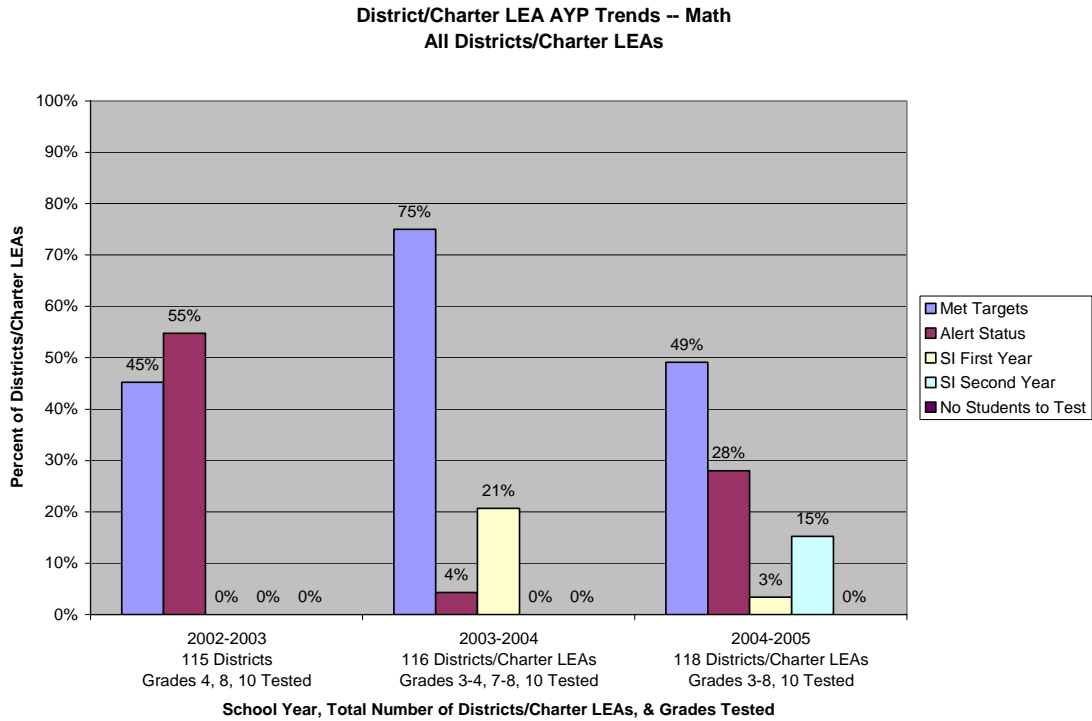


Figure 5. District/Charter LEA AYP Trends for Math. This graph differs from Figure 1 in that districts/charter LEAs may have met math targets while missing reading and/or third indicator targets. Though districts/charter LEAs may have met requirements for math, they would still miss AYP for the year if reading and/or third indicator targets were missed.

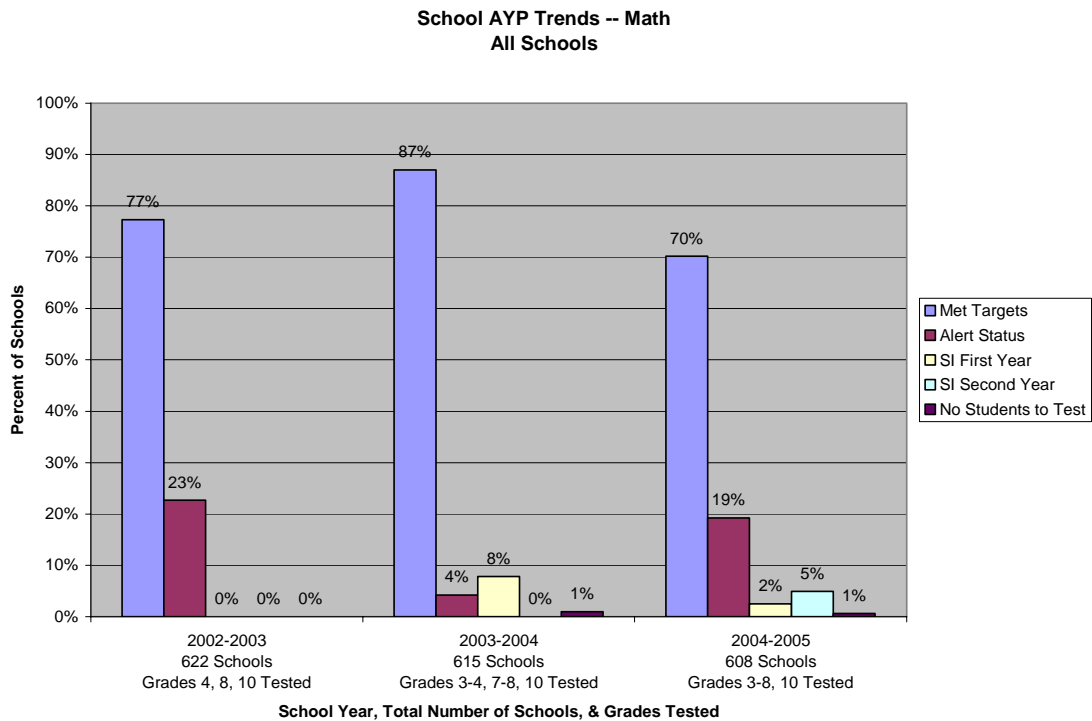


Figure 6. School AYP Trends for Math. This graph differs from Figure 2 in that schools may have met math targets while missing reading and/or third indicator targets. Though schools may have met requirements for math, they would still miss AYP for the year if reading and/or third indicator targets were missed.

The AYP math targets districts/charter LEAs missed are summarized in Appendix G. Appendix H shows the AYP math targets missed by schools.

Third Indicator

The third indicator target is different than targets for reading and math proficiency. The State Board of Education's expectation is for districts/charter LEAs and schools to maintain their prior year's performance or show improvement. The target is not met if a decline in progress is shown. Figure 7 (districts/charter LEAs) and Figure 8 (schools) summarizes the AYP status for districts/charter LEAs and schools.

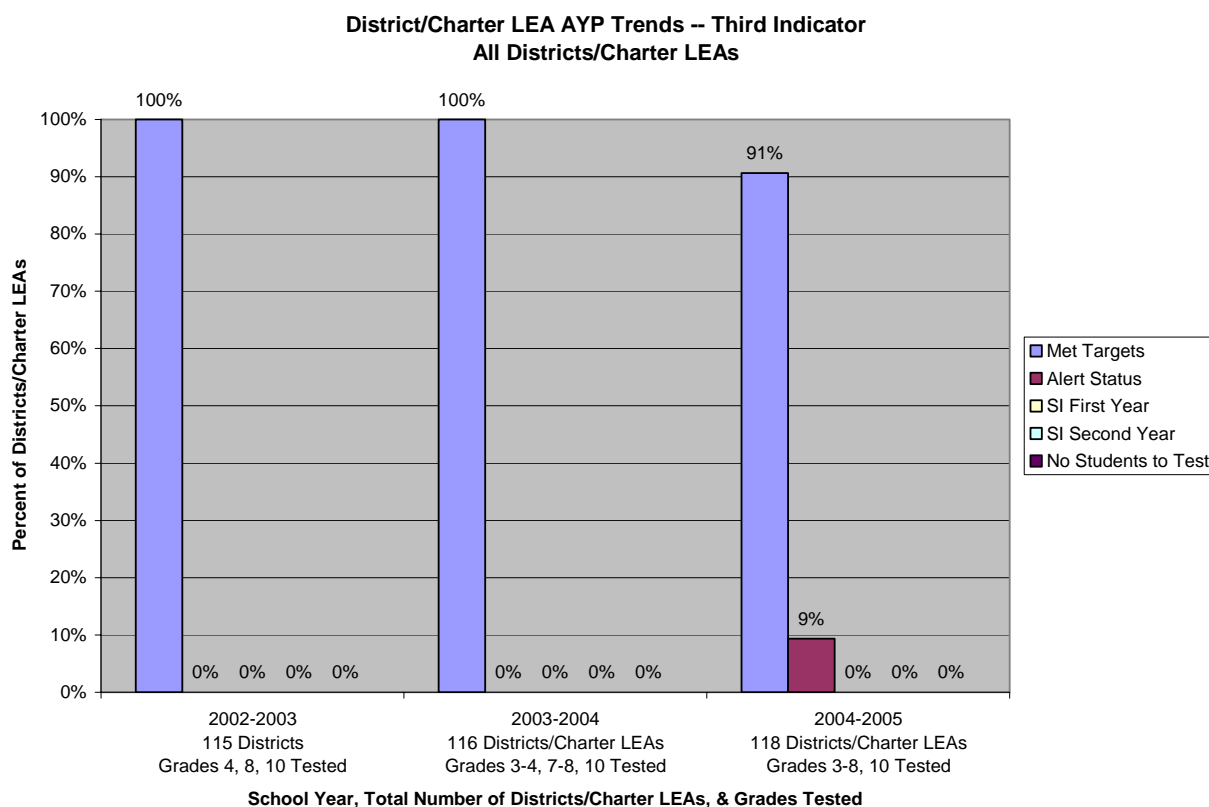


Figure 7. District/Charter LEA AYP Trends for Third Indicator. As with Figures 3 and 5, this graph differs from Figure 1 in that districts/charter LEAs may have met the third indicator target while missing reading and/or math targets. Though districts/charter LEAs may have met requirements for the third indicator, they would still miss AYP for the year if reading and/or math targets were missed.

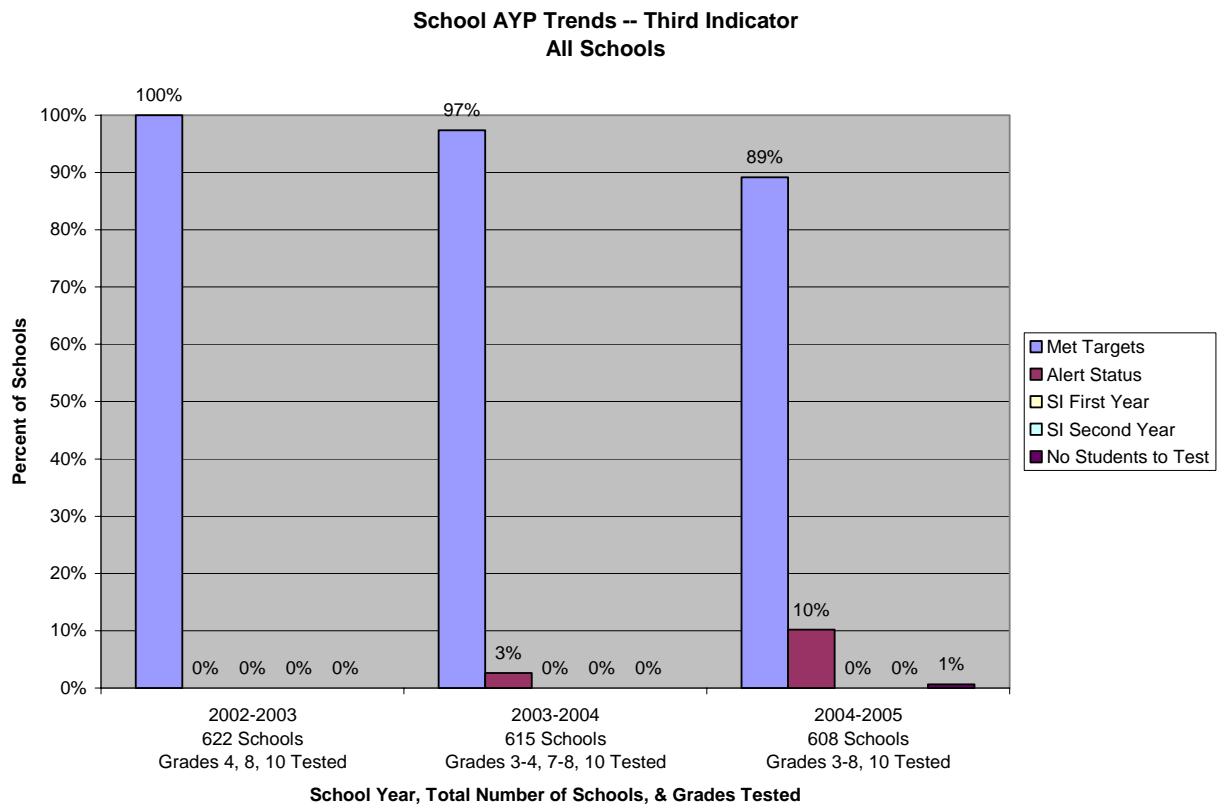


Figure 8. School AYP Trends for Third Indicator. As with Figures 4 and 6, this graph differs from Figure 2 in that schools may have met the third indicator target while missing reading and/or math targets. Though schools may have met requirements for the third indicator, they would still miss AYP for the year if reading and/or math targets were missed

The third academic indicator is reported and calculated at the district/charter LEA and school levels. It is only disaggregated as appropriate for Safe Harbor purposes. Therefore, graphs for charter LEAs, and Title 1A, charter, and alternative schools have been omitted.

Safe Harbor

As stated earlier, there are two ways to meet AYP targets: (a) by achieving each of the 41 targets directly or (b) through the provisions of Safe Harbor. Because Safe Harbor requires a previous year of data, this option was not available in 2002-03.

Figure 9 (districts/charter LEAs) and Figure 10 (schools) show the trends of districts/charter LEAs and schools meeting AYP targets through the provisions of Safe Harbor.

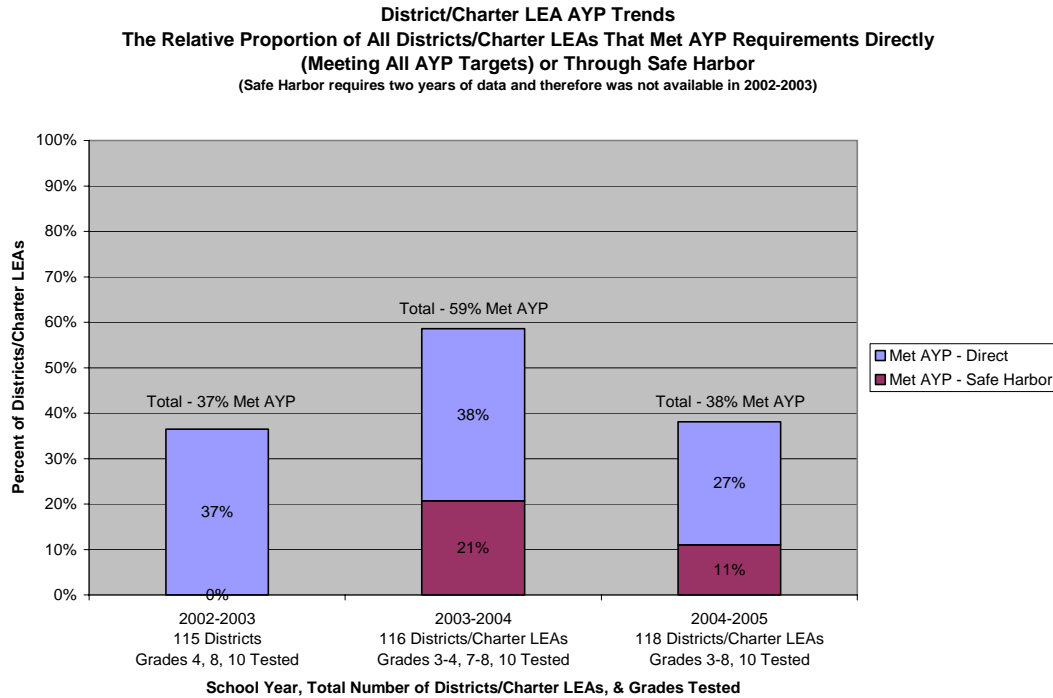


Figure 9. Safe Harbor Trends for Districts/Charter LEAs. The height of each column represents all districts/charter LEAs that met AYP requirements for the year indicated. The colored portion of each column represents the relative proportion of districts/charter LEAs that met AYP requirements either directly or through the provisions of safe harbor.

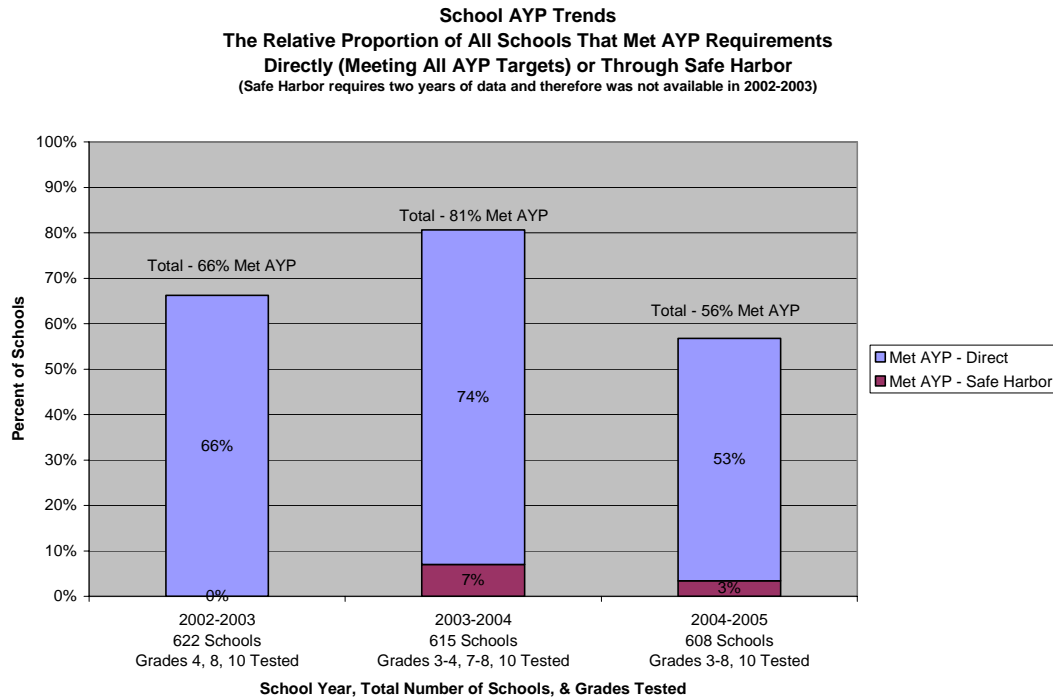


Figure 10. Safe Harbor Trends for School. The height of each column represents all schools that met AYP requirements for the year indicated. The colored portion of each column represents the relative proportion of schools that met AYP requirements either directly or through the provisions of safe harbor.

Trends Based On Disaggregated Groups

AYP data is to be disaggregated to ten groups. Figure 11 shows the percentage of districts/charter LEAs that did not meet AYP requirements for All Students. The percentage of districts/charter LEAs that did not meet AYP requirements for the other nine groups is shown in Appendix I.

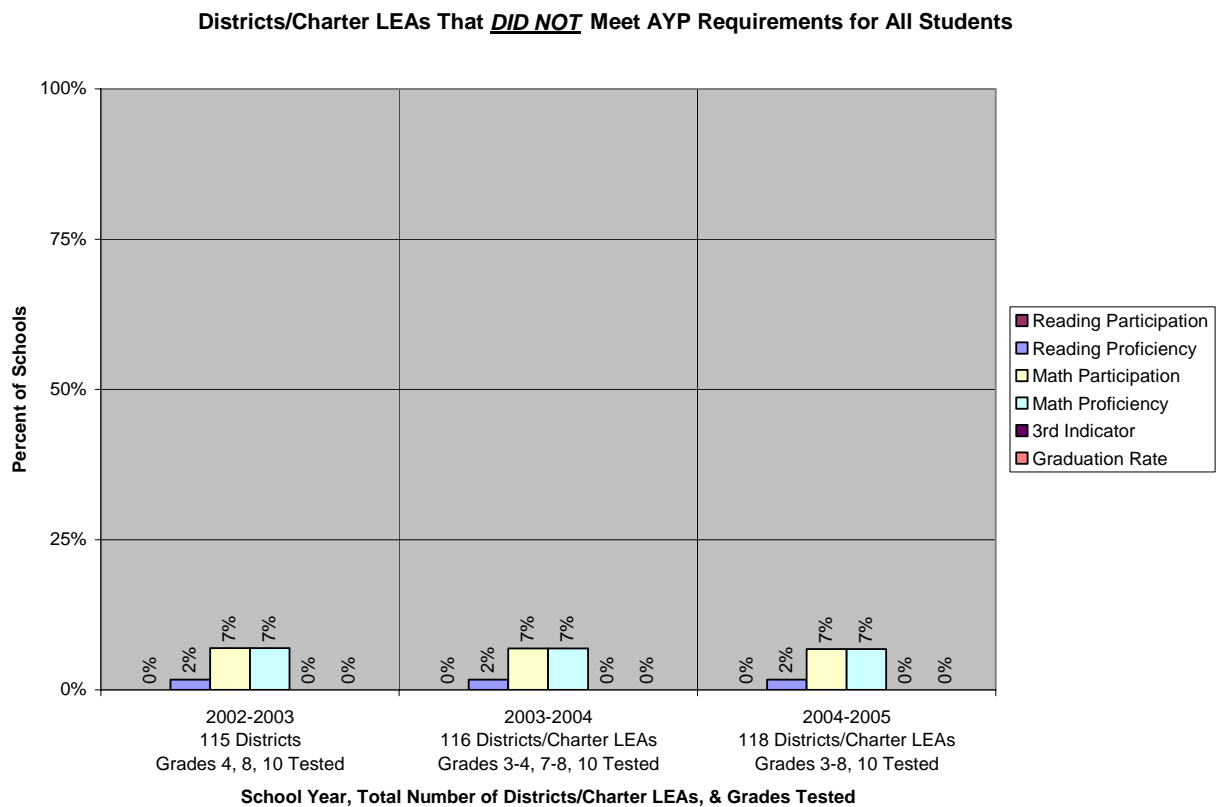


Figure 11. Percentage of Districts/Charter LEAs that DID NOT Meet AYP Targets for All Students.

Figure 12 shows the percentage of schools that U meet AYP Targets for All Students. The percentage of schools that did not meet AYP requirements for the other nine groups is shown in Appendix J.

Schools That **DID NOT** Meet AYP Requirements for All Students

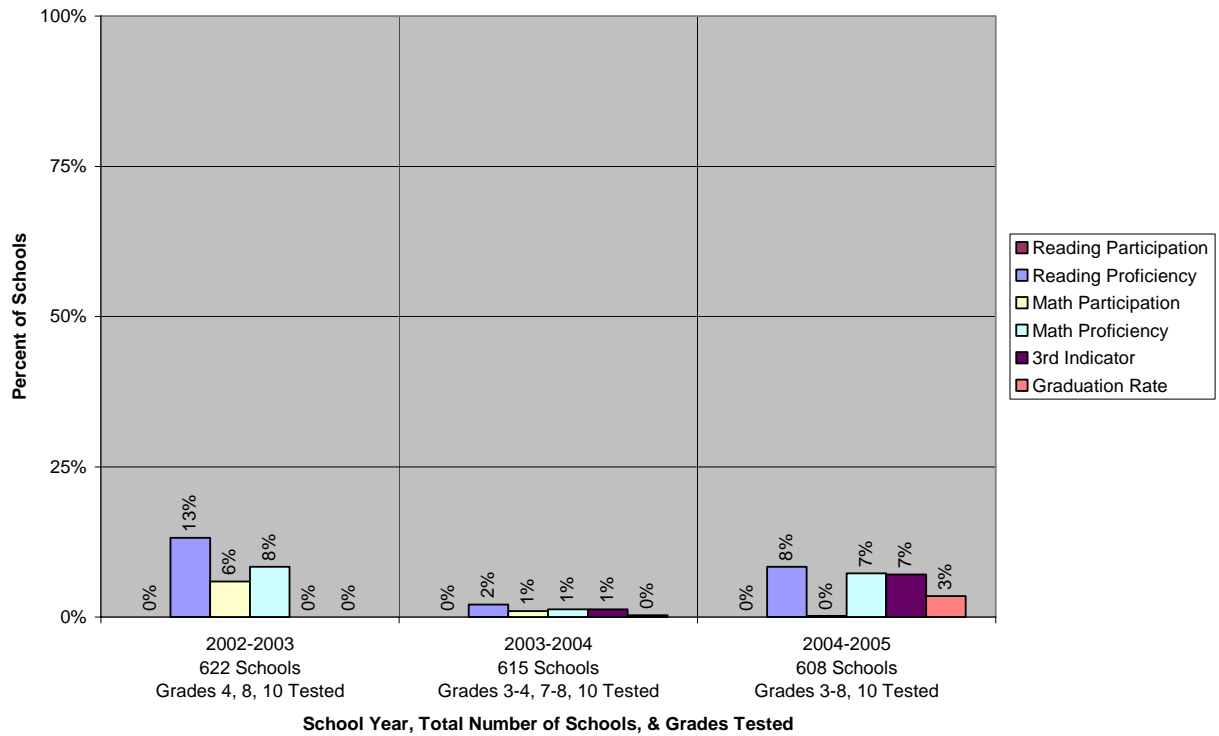


Figure 12. Percentage of Schools that **DID NOT** Meet AYP Targets for All Students.

AYP Targets Most Often Missed

Table 3 shows the targets most often missed over the period of this analysis, 2002-2005. This count includes all years and all targets.

Table 3.

AYP Targets Most Often Missed – All Years, All Tests, All Targets

| Rank | Districts/Charter LEAs | | Schools | |
|------|------------------------|----------------|---------------------|----------------|
| | Disaggregated Group | Missed Targets | Disaggregated Group | Missed Targets |
| 1 | SWD | 240 | Econ | 522 |
| 2 | Econ | 237 | All Students | 419 |
| 3 | LEP | 189 | Hispanic | 280 |
| 4 | Hispanic | 183 | SWD | 257 |
| 5 | White | 69 | LEP | 184 |
| 6 | All Students | 24 | White | 164 |
| 7 | African American | 3 | Native American | 31 |
| 8 | Asian | 3 | African American | 1 |
| 9 | Native American | 0 | Asian | 1 |
| 10 | Pacific Islander | 0 | Pacific Islander | 0 |

Conclusions

From and examination of the data presented in this analysis, it is apparent that:

1. A larger percentage of schools are meeting AYP targets than districts/charter LEAs on all academic indicators.
2. A larger percentage of districts/charter LEAs are meeting AYP targets through the provisions of Safe Harbor than schools.

With the available data set limited to three years, the reason schools appear to be performing better than districts/charter LEAs is unclear. However, the most likely cause of this difference is the requirement for 34 students to be in a disaggregated group before an AYP determination can be made. It is not unusual for an individual school to have less than 34 students in specific disaggregated groups, while at the district level there are enough students at all schools in the district in this group to rise above the 34 student minimum. Therefore, the school will meet AYP targets but the district might not.

3. Districts/charter LEAs and schools missed AYP targets for these four groups more than other disaggregated groups. This trend is seen in both reading and math proficiency:

- a. Economically disadvantaged students (ECON).
- b. Students with disabilities (SWD).
- c. Hispanic students.
- d. Limited English proficient students (LEP).

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Appendix A.

Consequences of Not Meeting Adequate Yearly Progress (AYP)

Schools

All children are to perform at the proficient or higher level by the end of year 2013-2014.

Table 4.

AYP Sanctions for Schools

| | |
|---------------------------|---|
| Meets AYP – All Years | All disaggregated groups, in schools, districts/charter LEAs and the state must meet SBOE targets for student achievement in Mathematics, Reading, a third academic indicator at the elementary and middle school level, assessment participation rate, and high school graduation rate. LEAs are responsible for assisting and monitoring schools that do not meet AYP. First year targets required that 66% of students must meet or exceed the proficient level in Reading and 51% must meet or exceed the proficiency level in Mathematics. An annual increase of no less than 3% for reading and 4% for math must be achieved to meet AYP goals and the 2013-2014 goal of 100% of children proficient. The assessment participation rate must meet or exceed 95%. All high schools must meet a graduation rate target or 90%. The third academic indicator consists of (a) maintaining or increasing the proportion of students scoring proficient on the ISAT Language Usage, (b) decreasing the % of below basic performers, (c) increasing the % of advanced performers. For statistical purposes, AYP is calculated on a minimum n of 34; 10 for reporting to the public. All data is to be disaggregated. |
| Did Not Meet AYP – Year 1 | Alert Status: Schools and districts/charter LEAs will be notified of not meeting AYP. Schools will consult and coordinate with their district and receive technical assistance from the SDE. (participation + academic + graduation rate [high schools] = AYP) |
| Did Not Meet AYP – Year 2 | School Improvement First Year: After four consecutive years of not meeting AYP, schools must notify parents of their right of <u>choice</u> to move their child out of the school to a higher performing school in the district. If there are no choice options for the parent, it is highly recommended that the school provide supplemental education services (SES). Schools must prepare and implement a school improvement plan. Schools may be removed from school improvement if they meet AYP two years in a row. |
| Did Not Meet AYP – Year 3 | School Improvement Second Year: Schools are to continue to implement the school improvement plan, continue to notify parents, continue to provide choice options, offer SES, and continue to increase number of proficient students. |
| Did Not Meet AYP – Year 4 | Corrective Actions: The district is required to take at least one corrective action. Corrective actions may include the following: replacement of staff, implement new curriculum, decrease management authority at school level, appoint outside support experts, change organizational structure of school and school day/year. The school will continue to implement the school improvement plan, continue to inform parents, continue to provide school choice, and continue to offer SES. |
| Did Not Meet AYP – Year 5 | Alternative Governance: At this time the district prepares to take one of the following restructuring actions: they may reopen the school as a public charter school, replace staff, enter into a contract with a school management company, or turn over the operation of the school to the state. Schools must continue to implement the school improvement plan, corrective action(s), inform parents, provide school choice, and offer SES. |

Districts/Charter LEAs

A district may not meet AYP even though all schools do meet AYP. This is because disaggregated groups may not be large enough to have AYP determinations made at the school level, but are large enough when examined at the district level.

Table 5.

AYP Sanctions for Districts/Charter LEAs

| | |
|---------------------------|---|
| Did Not Meet AYP – Year 1 | Alert: The district may wish to consult with the SDE regarding reasons for not meeting AYP and solutions to the problem. |
| Did Not Meet AYP – Year 2 | District Improvement First Year: After a second year of not meeting AYP, the district shall develop an improvement plan and notify parents of their rights including <u>choice</u> . The district must continue to direct the implementing of the school improvement plans, providing supplemental services or restructuring schools that may include reopening the school as a public charter school, replacing staff, entering into a contract with a school management company, or turning over the operation of the school to the state. |
| Did Not Meet AYP – Year 3 | District Improvement Second Year: The district should continue to implement a district improvement plan, work with the SDE to receive technical assistance, and continue to notify parents of their choice. |

Appendix B.

Minimum Number of Students (n) for Statistical Analysis and Reporting

Statistical Analysis

NCLB requires states to ensure that statistical analysis produces reliable and valid results (No Child Left Behind, 2002, §1111(b)(2)(C)(ii)) and that measurement practice follows accepted professional testing and reporting standards (No Child Left Behind, 2002, §1111(b)(3)(C)(xiv)). Accepted psychometric practice sets the parameters for statistical testing (see Hinkle, Wiersma, & Jurs, 1998). Three parameters are used to establish the size of minimum n below which statistical analysis will not be done:

- **Accuracy.** The accuracy, or alpha- (α) level, of a statistical test indicates the probability of *accepting a correct* judgment. A commonly accepted α -level is 5%, or 5 chances out of 100 of making an error in judgment based on the outcome of the statistical analysis.
- **Power.** The power, or beta- (β) level, on a statistical test indicates the probability of detecting real differences in the data. The common β -level is 80%, meaning that the probability of *rejecting an incorrect* judgment is 80 out of 100.

The third parameter is set by the State:

- **Precision.** The precision, or effect size, (d) of the test indicates the range within which a difference in scores will not be detected. Precision is directly related to the α - and β -levels, as well as the number of scores in the group. In Idaho, precision (effect size) has been set at $d = .50$ standard deviations ($.50\sigma$), meaning that scores must be at least one-half of a standard deviation apart before the difference will be detected.

A minimum of 34 discreet scores is required to set these three parameters at the levels indicated (Hinkle, Oliver, & Hinkle, 1985; Linn, Baker, & Herman, 2002). Therefore, no disaggregated scores will be statistically analyzed for subgroups with less than 34 students. No scores, however, will be exempt from statistical analysis. Scores from $n < 34$ subgroups will be included in the school's aggregate statistical analyses. Table 6 summarizes the parameters for setting the number of scores required for analysis at $n \geq 34$.

Table 6.

Minimum n for Statistical Analysis

$\alpha = .05$ Accuracy of the test

$\beta = .80$ Power of the test

$d = .50\sigma$ Precision of the test

$n = 34$ Minimum number required

Reporting

To protect student privacy, NCLB requires each state to set a number (n) of students below which, if there are fewer students in any subgroup, disaggregated data will not be reported publicly. To comply with NCLB and the Family Educational Records Privacy Act of 1974 (FERPA), no data from any Idaho public school district, school, or subpopulation with less than 10 students will be released to the public (No Child Left Behind, 2002, §1111(b)(2)(C)(v)(II); Family Educational Records Privacy Act, 1974, §1232g). Further, any district, school, or subpopulation with less than 5% or more than 95% of students in any one proficiency category will not be reported.

Appendix C.

AYP Trends for Charter LEAs on All Targets

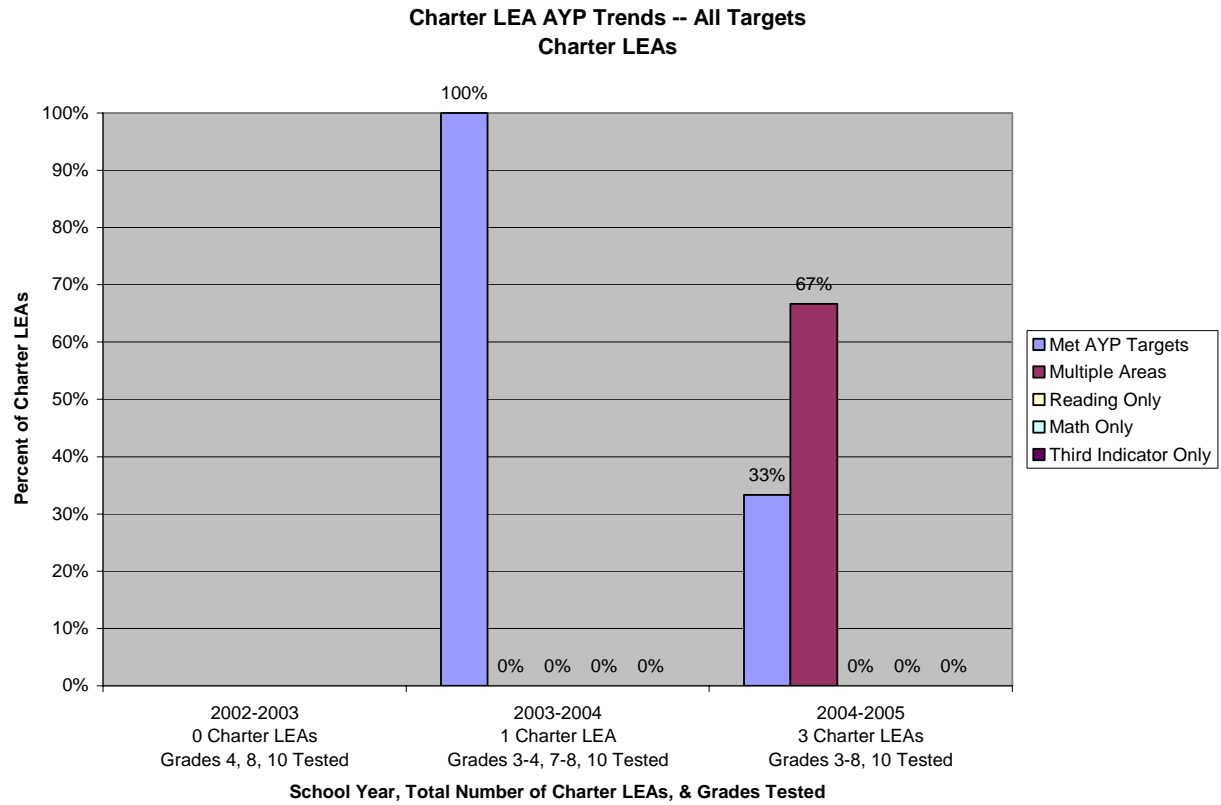


Figure 13. Charter LEA AYP Trends for All Targets. A charter LEA may only miss one target to have not made AYP for the year. They may have missed targets in one area (e.g., reading only) or in multiple areas (e.g., both math and third indicator).

Appendix D.

AYP Trends for Title 1A, Charter, and Alternative Schools on All Targets

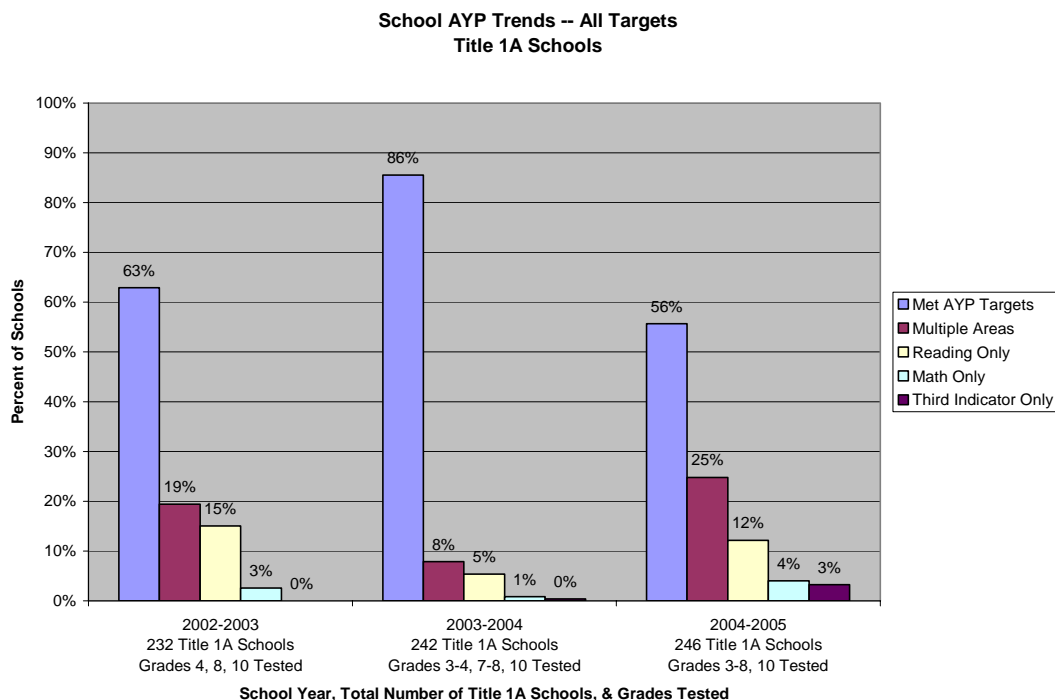


Figure 14. Title 1A Schools AYP Trends for All Targets. A Title 1A school may only miss one target to have not made AYP for the year. They may have missed targets in one area (e.g., reading only) or in multiple areas (e.g., both math and third indicator).

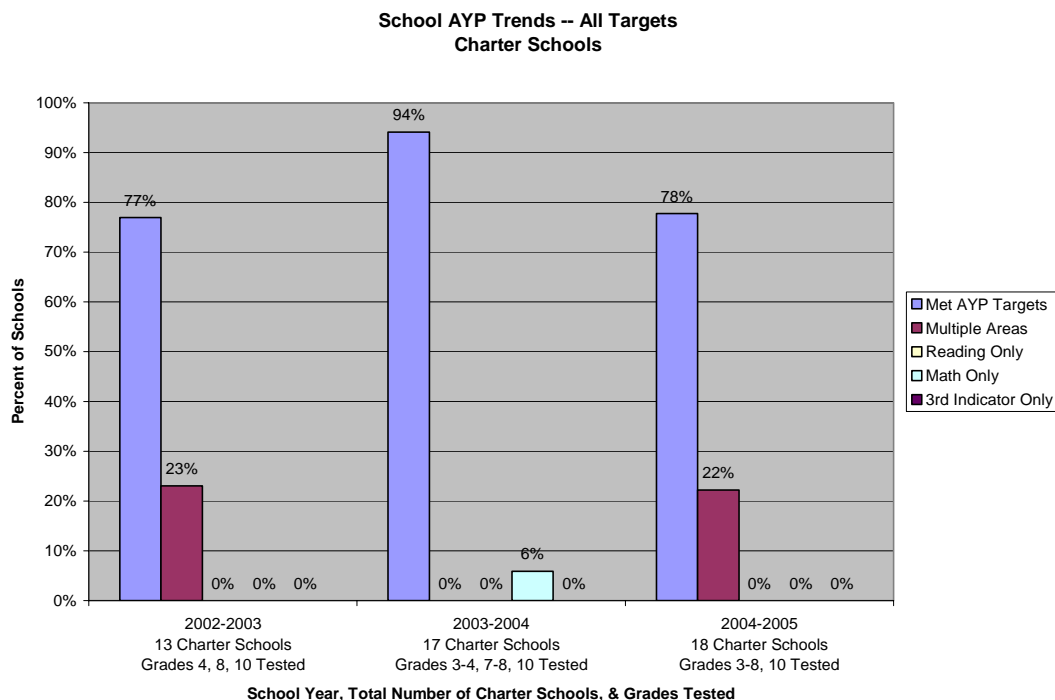


Figure 15. Charter Schools AYP Trends for All Targets. A charter school may only miss one target to have not made AYP for the year. They may have missed targets in one area (e.g., reading only) or in multiple areas (e.g., both math and third indicator).

Appendix E.

AYP Reading Targets Missed by Districts/Charter LEAs

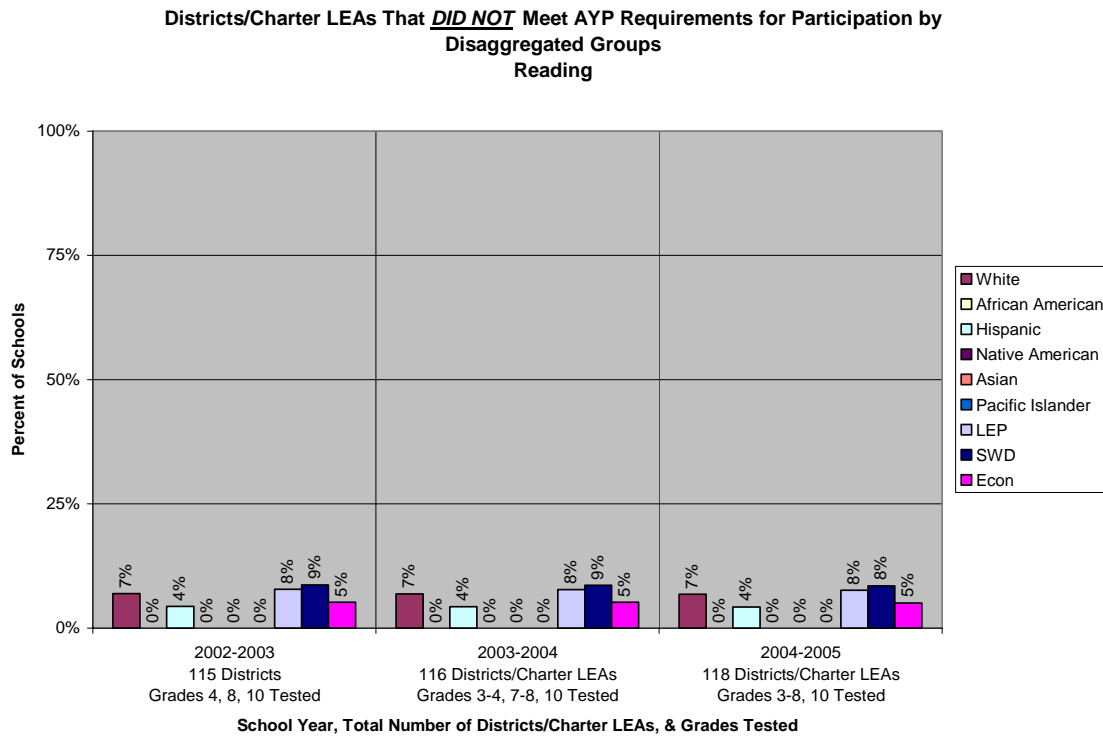


Figure 16. Reading Participation Targets Missed by Districts/Charter LEAs.

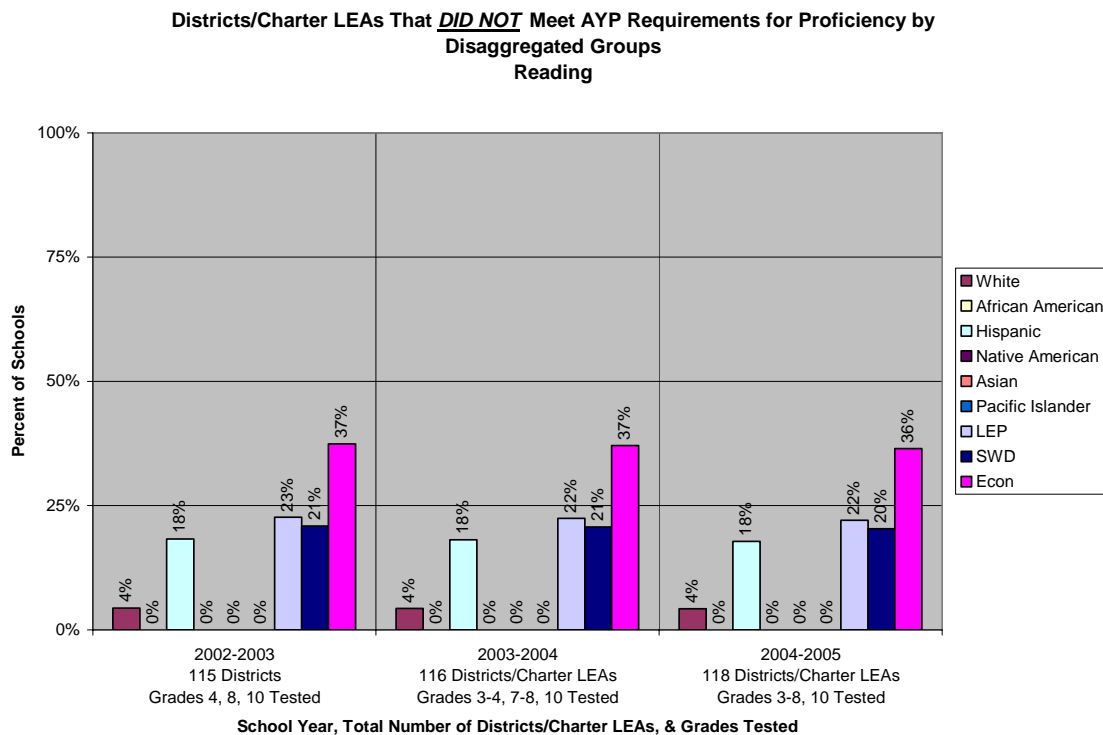


Figure 17. Reading Proficiency Targets Missed by Districts/Charter LEAs.

Appendix F

AYP Reading Targets Missed by Schools

Schools That **DID NOT** Meet AYP Requirements for Participation by Disaggregated Groups
Reading

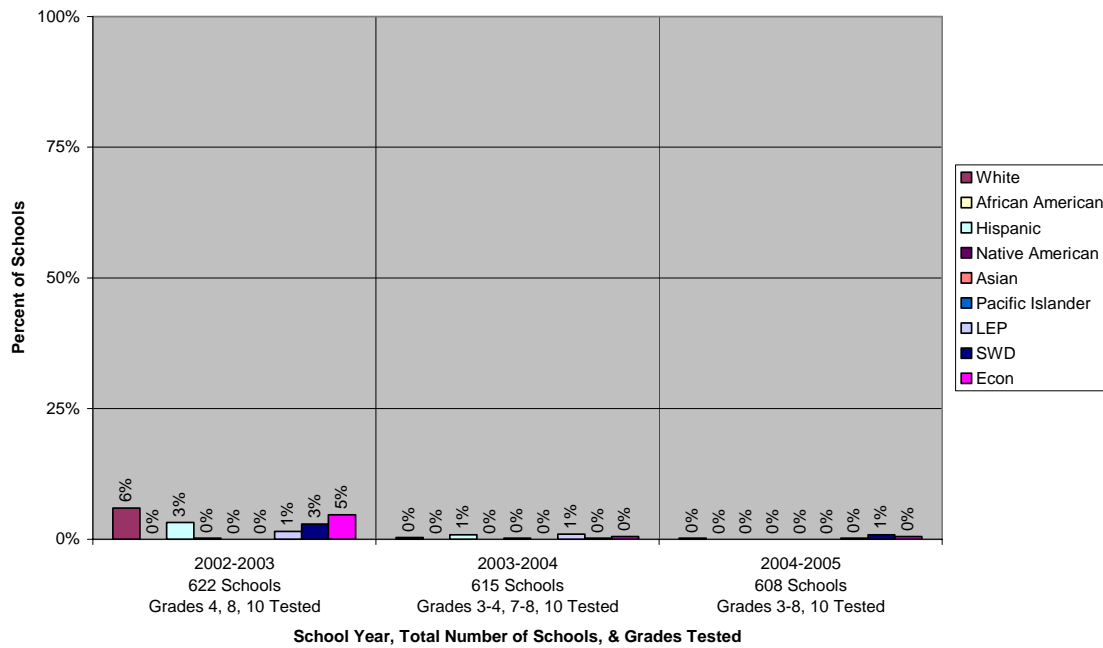


Figure 18. Reading Participation Targets Missed by Schools.

Schools That **DID NOT** Meet AYP Requirements for Proficiency by Disaggregated Groups
Reading

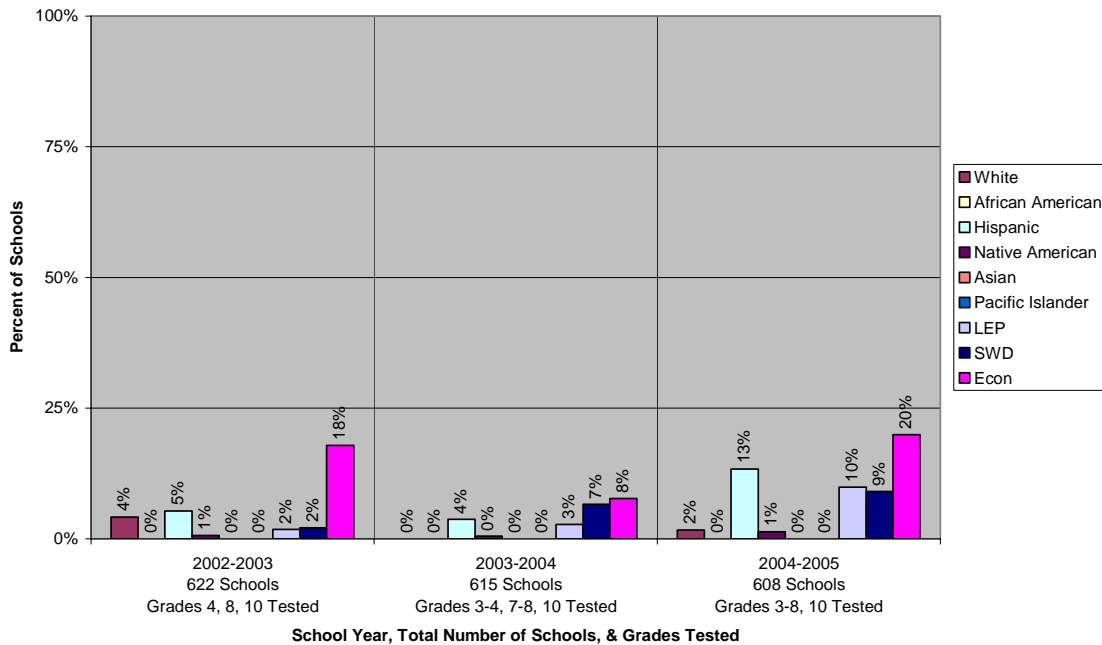


Figure 19. Reading Proficiency Targets Missed by Schools.

Appendix G. AYP Math Targets Missed by Districts/Charter LEAs

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements for Participation by
Disaggregated Groups
Math

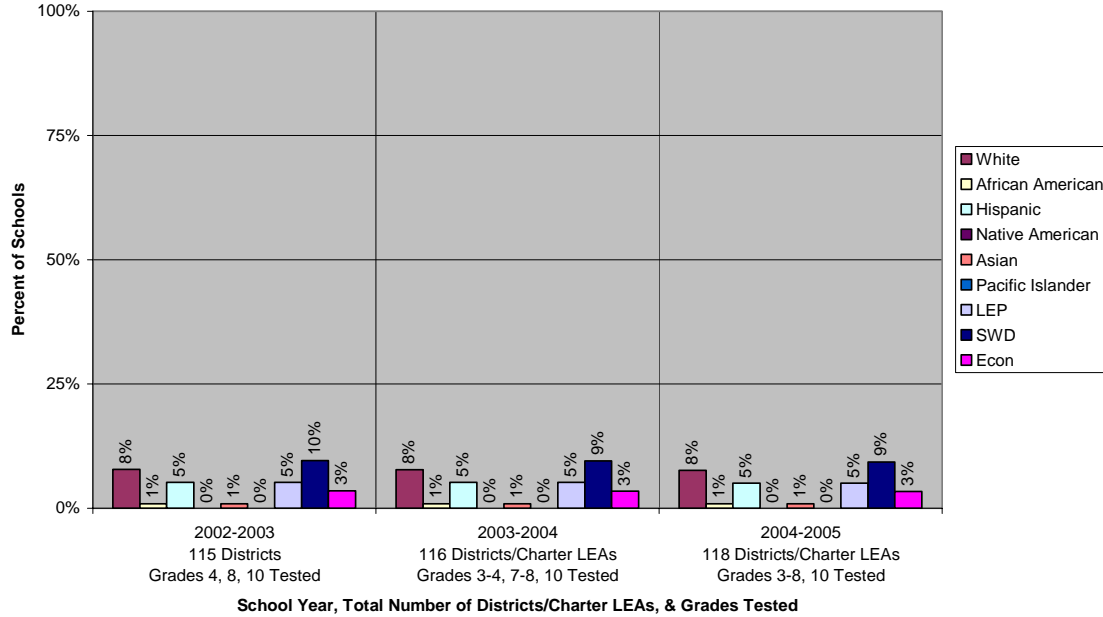


Figure 20. Math Participation Targets Missed by Districts/Charter LEAs.

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements for Proficiency by
Disaggregated Groups
Math

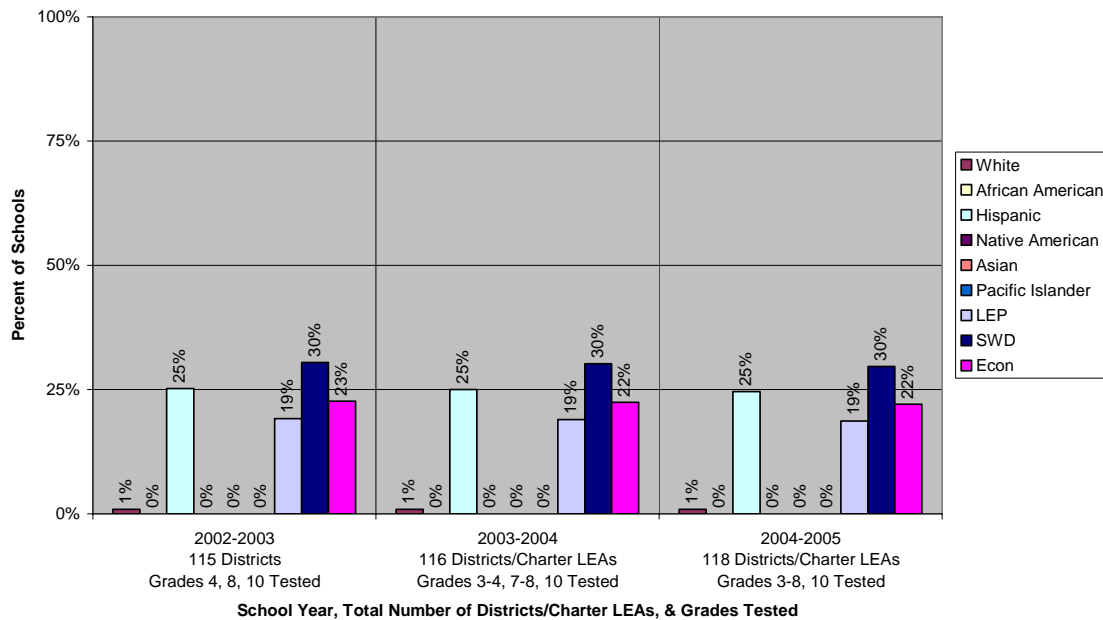


Figure 21. Math Proficiency Targets Missed by Districts/LEAs.

Appendix H

AYP Math Targets Missed by Schools

Schools That **DID NOT** Meet AYP Requirements for Participation by Disaggregated Groups
Math

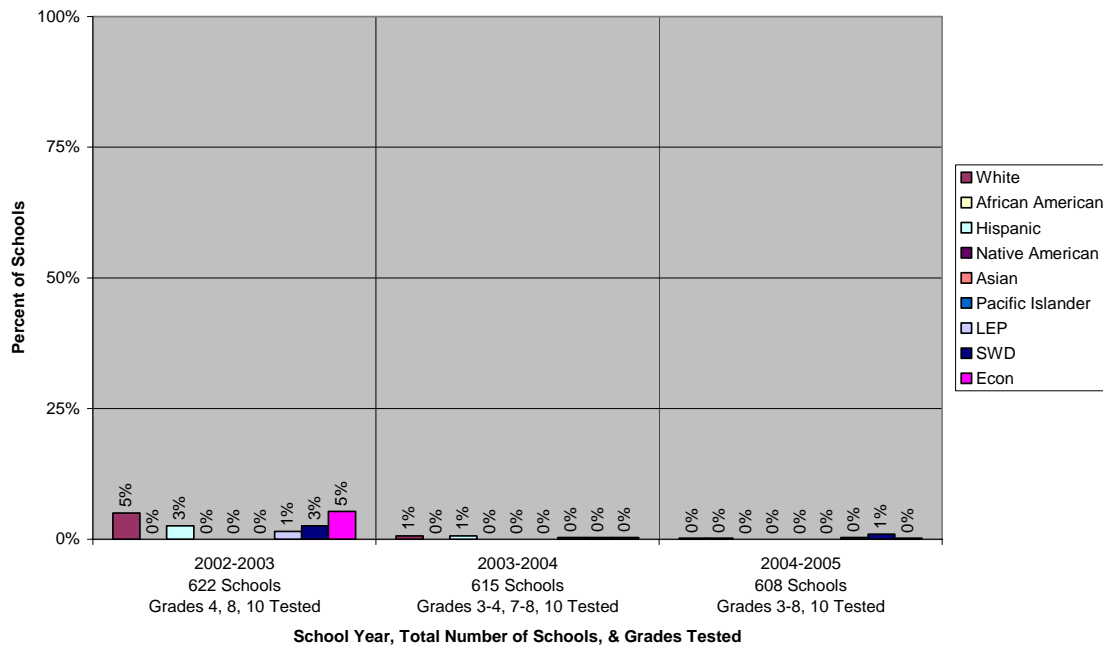


Figure 22. Math Participation Targets Missed by Schools.

Schools That **DID NOT** Meet AYP Requirements for Proficiency by Disaggregated Groups
Math

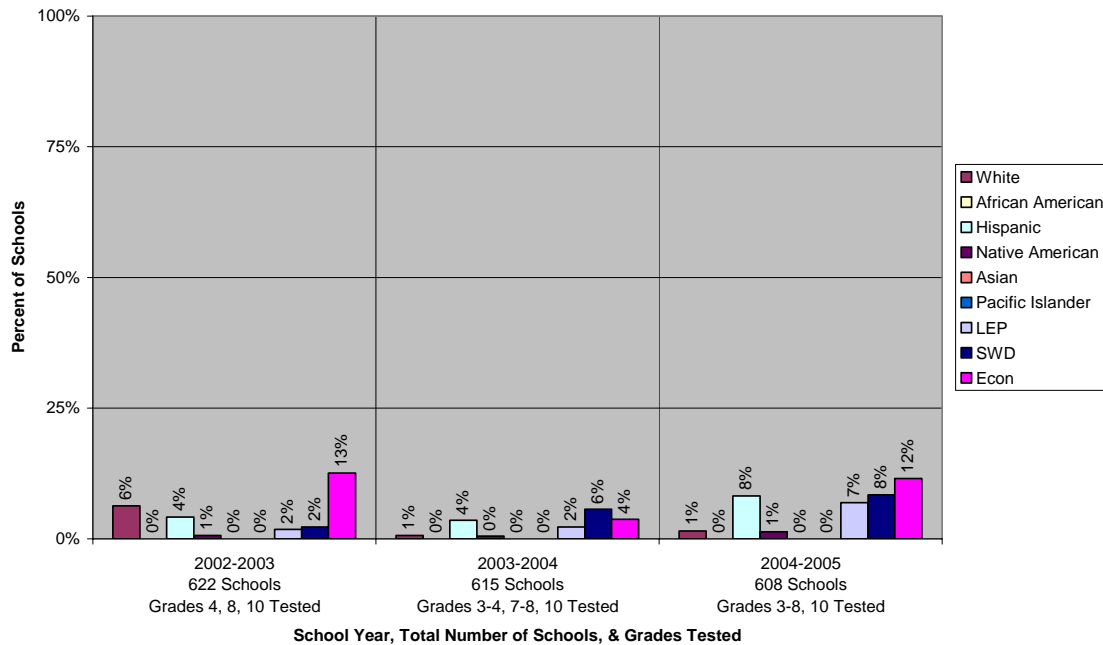


Figure 23. Math Proficiency Targets Missed by Schools.

Appendix I. **The Percentage of Districts/Charter LEAs That *DID NOT* Meet AYP Requirements** **for Each Disaggregated Group**

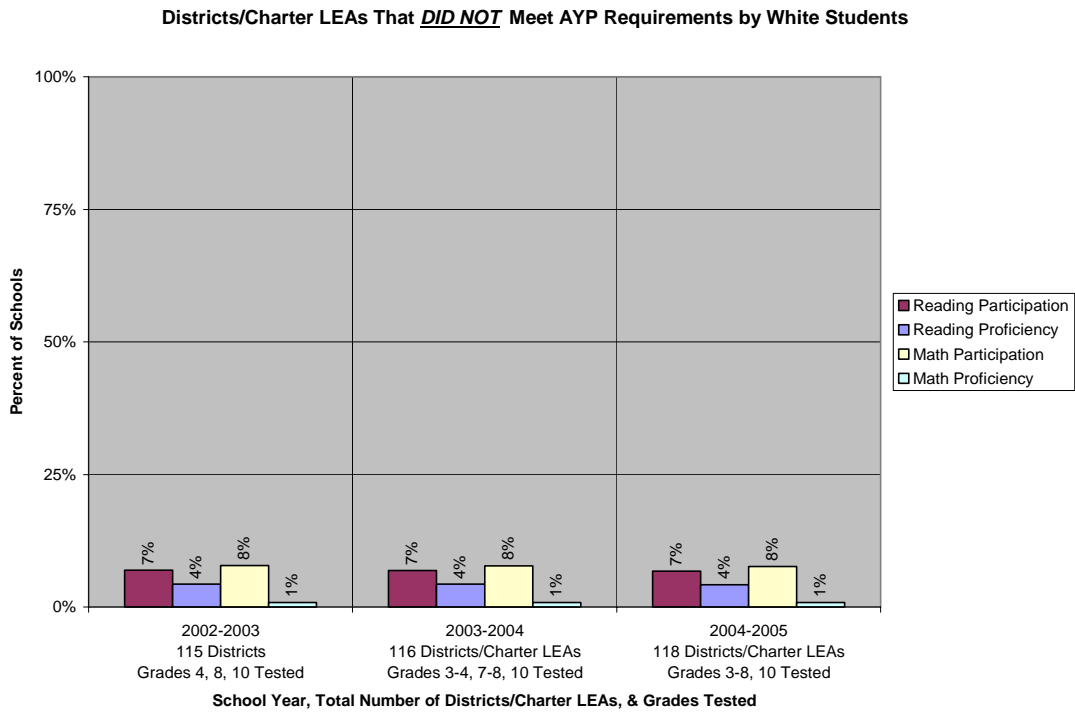


Figure 24. The Percentage of Districts/Charter LEAs That *DID NOT* Meet AYP Requirements for White Students.

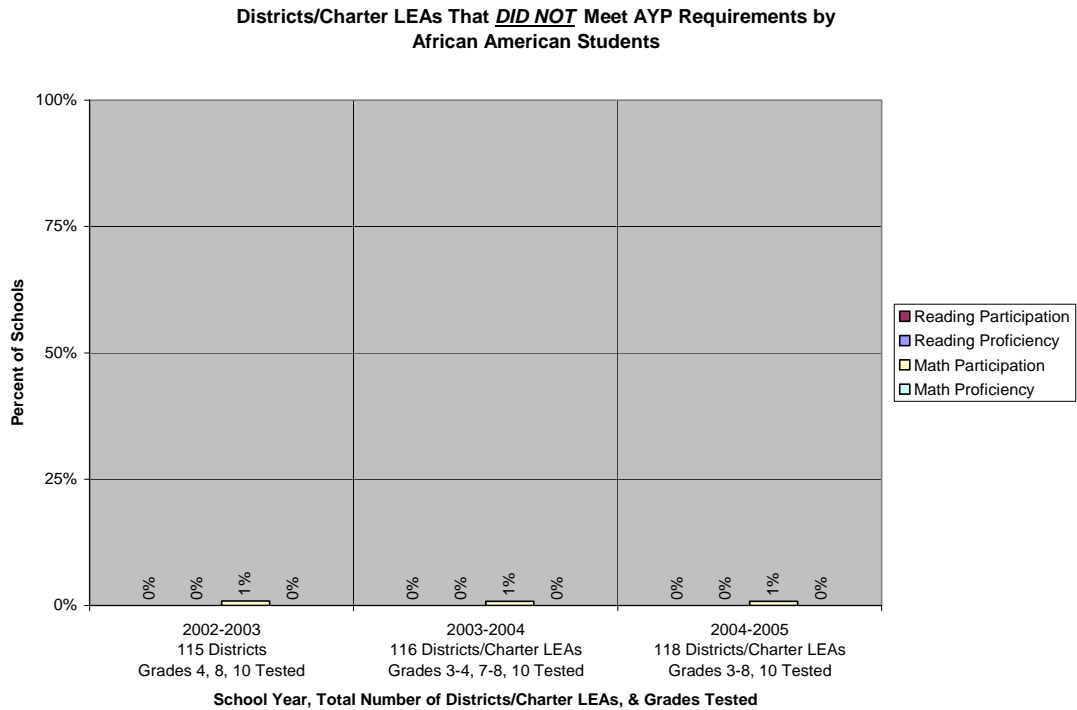


Figure 25. The Percentage of Districts/Charter LEAs That *DID NOT* Meet AYP Requirements for African American Students.

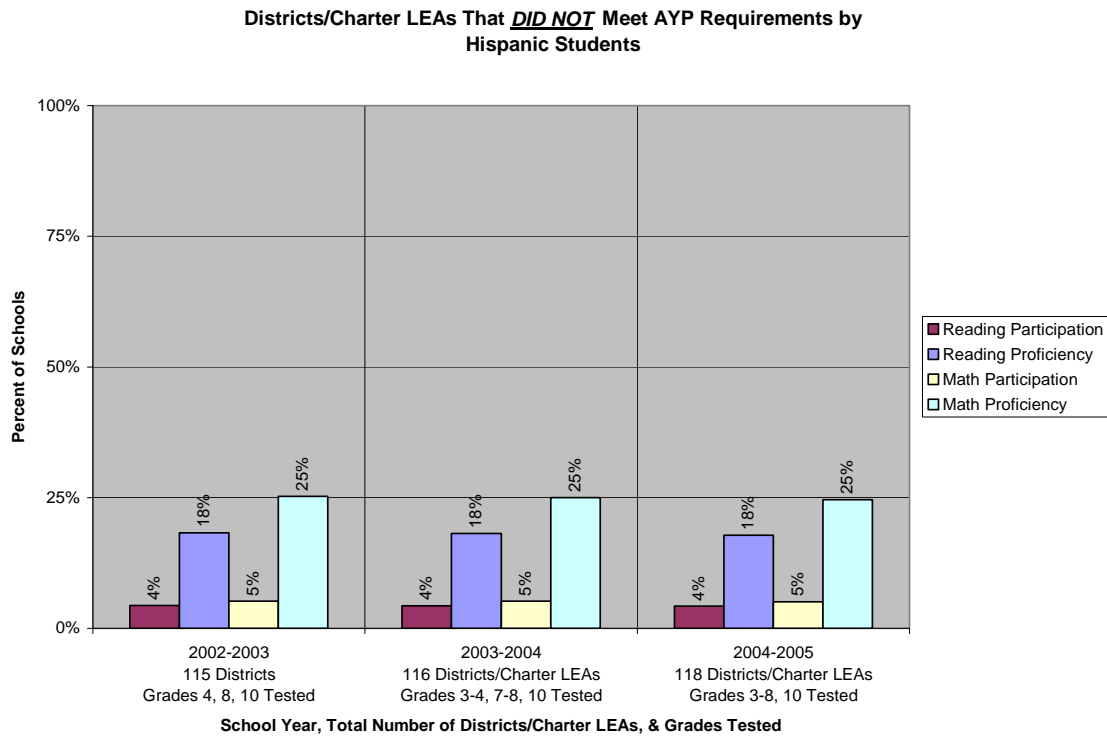


Figure 26. The Percentage of Districts/Charter LEAs That *DID NOT* Meet AYP Requirements for Hispanic Students.

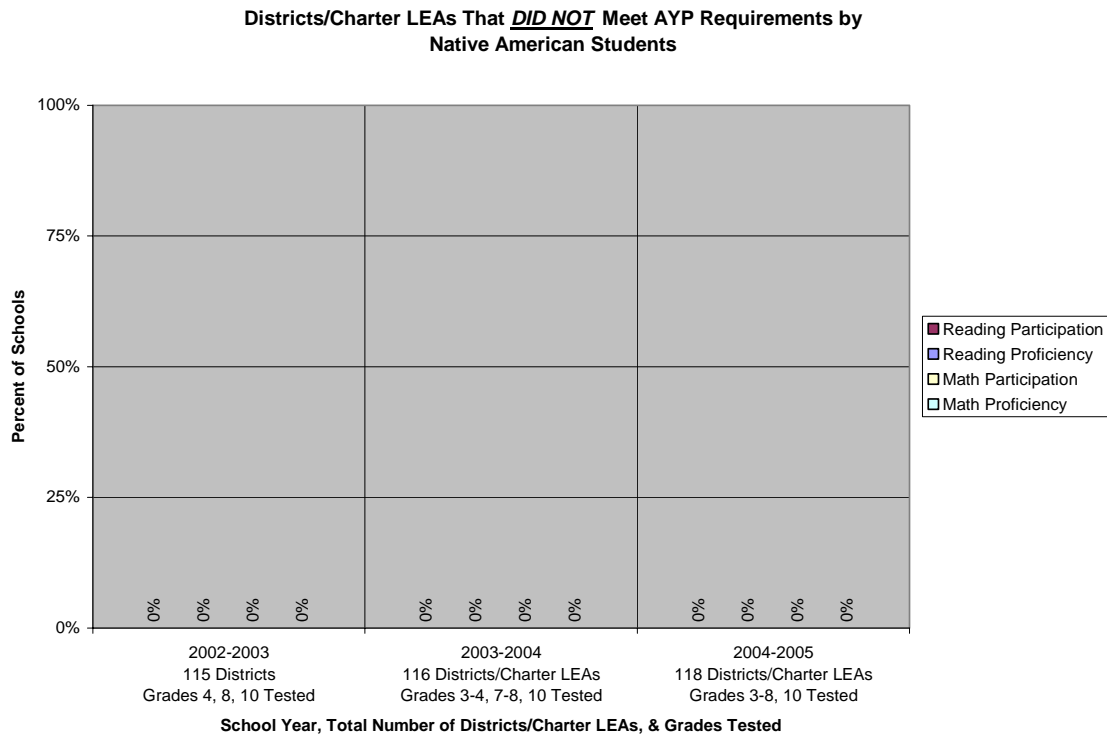


Figure 27. The Percentage of Districts/Charter LEAs That *DID NOT* Meet AYP Requirements for Native American/Alaska Native Students.

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements by Asian Students

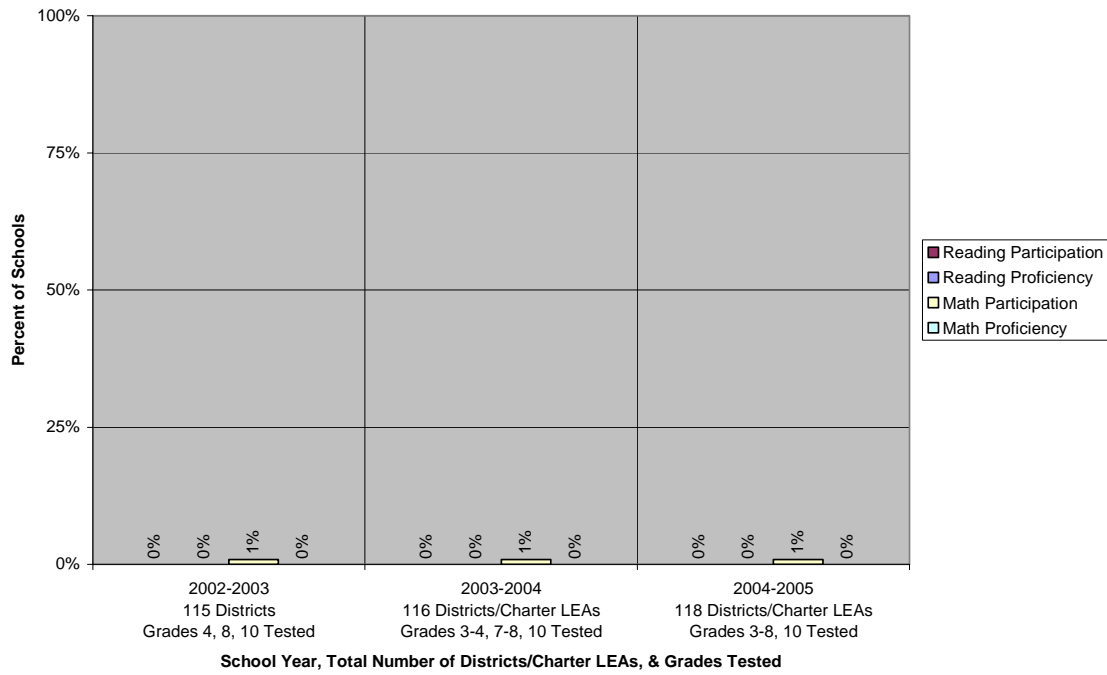


Figure 28. The Percentage of Districts/Charter LEAs That ***DID NOT*** Meet AYP Requirements for Asian Students.

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements by Pacific Islander Students

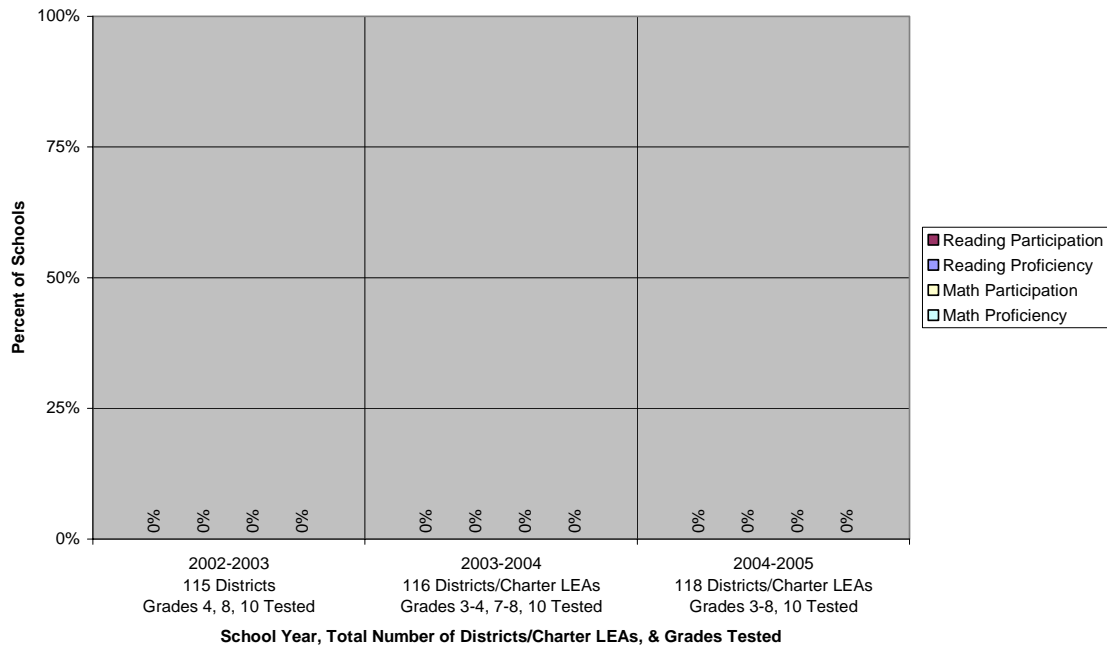


Figure 29 The Percentage of Districts/Charter LEAs That ***DID NOT*** Meet AYP Requirements for Native Hawaiian/Pacific Islander Students.

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements by LEP Students

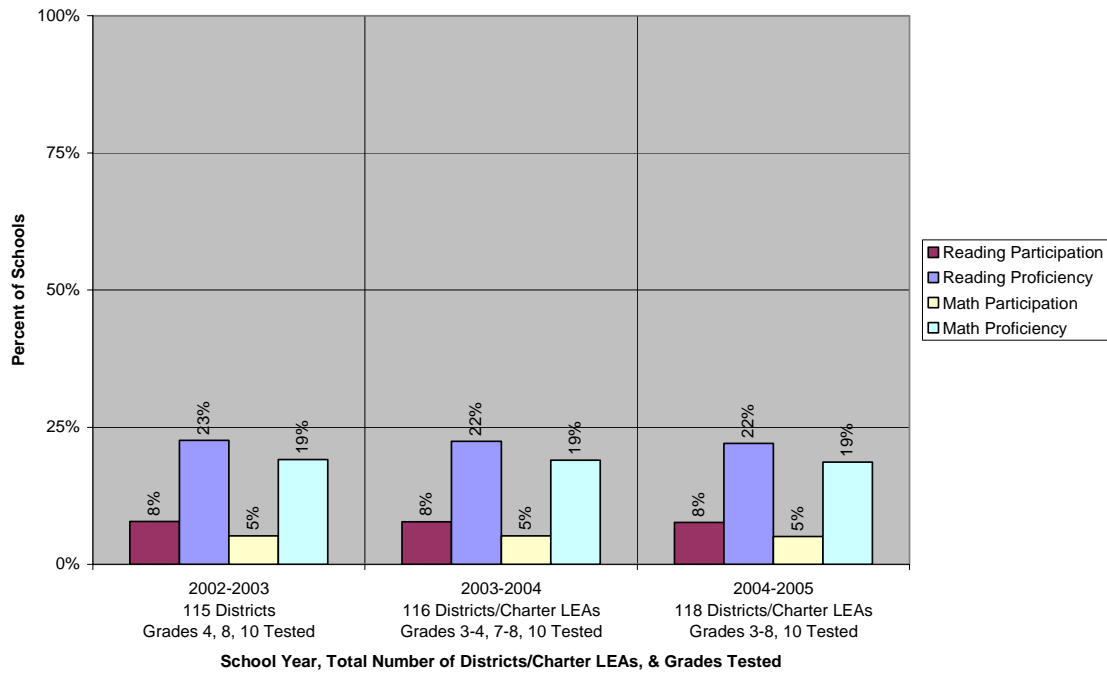


Figure 30 The Percentage of Districts/Charter LEAs That **DID NOT** Meet AYP Requirements for Limited English Proficient Students (LEP).

Districts/Charter LEAs That **DID NOT** Meet AYP Requirements by Students With Disabilities

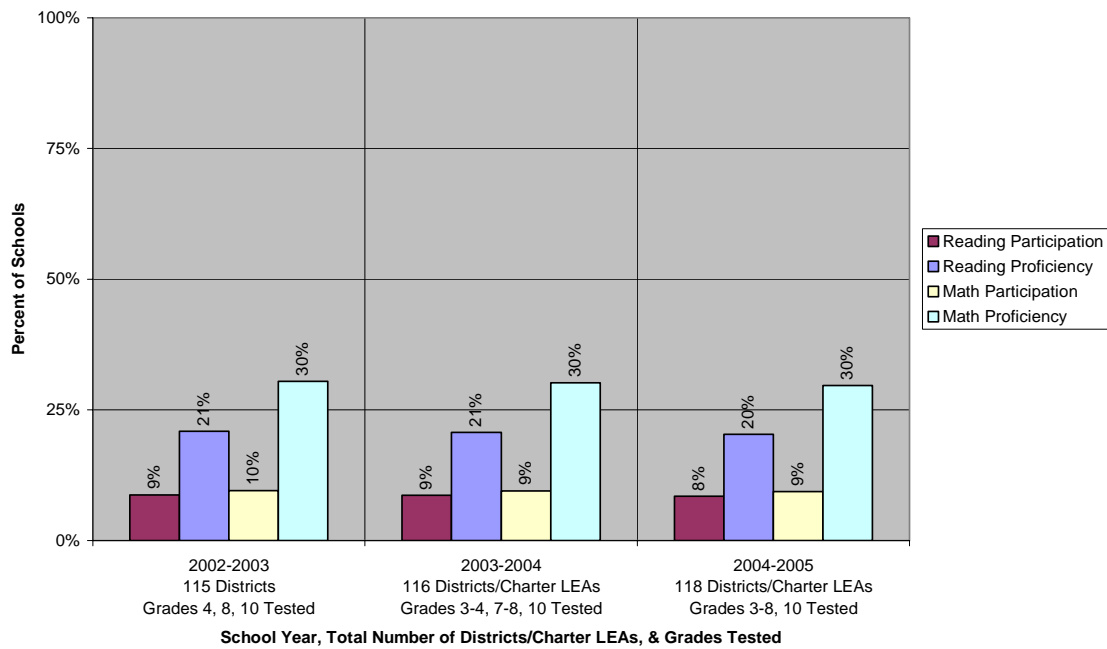


Figure 31. The Percentage of Districts/Charter LEAs That **DID NOT** Meet AYP Requirements Students with Disabilities (SWD).

**Districts/Charter LEAs That DID NOT Meet AYP Requirements by
Economically Disadvantaged Students**

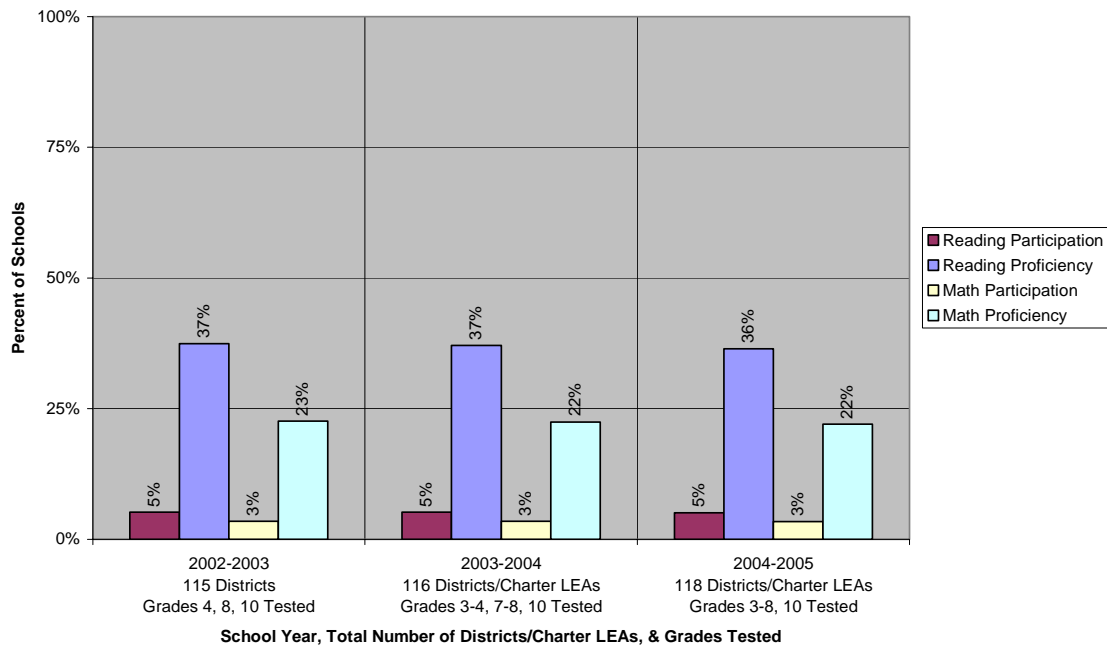


Figure 32. The Percentage of Districts/Charter LEAs That DID NOT Meet AYP Requirements Economically Disadvantaged Students (Econ).

Appendix J.

The Percentage of Schools That *DID NOT* Meet AYP Requirements for Each Disaggregated Group

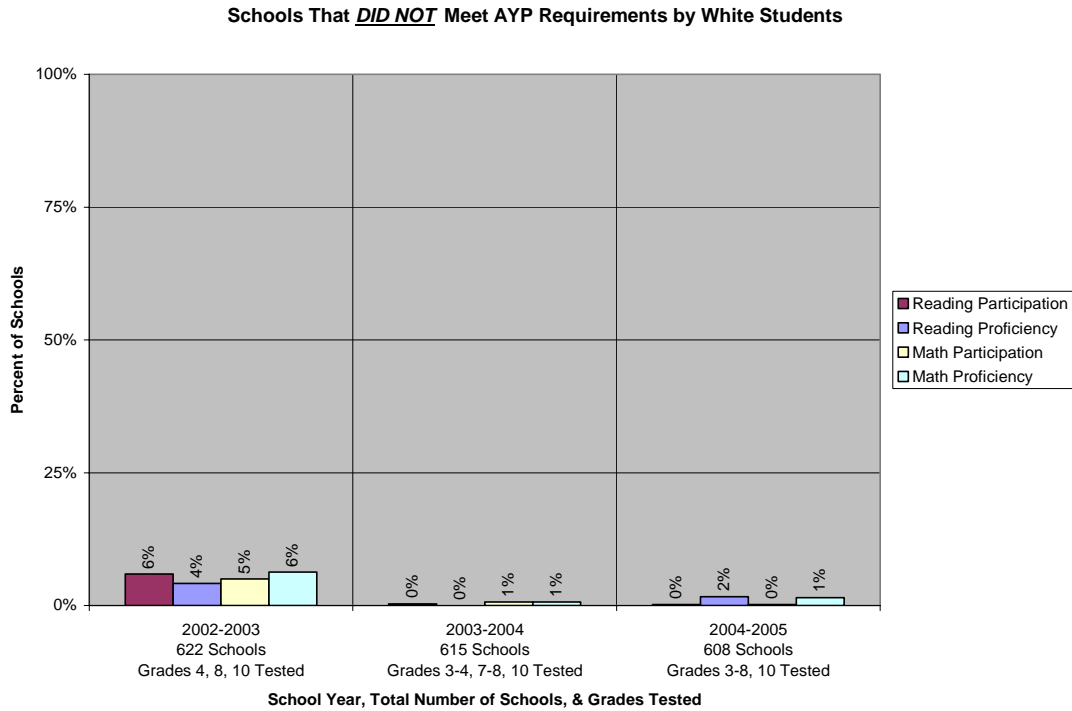


Figure 33. The Percentage of Schools That *DID NOT* Meet AYP Requirements for White Students.

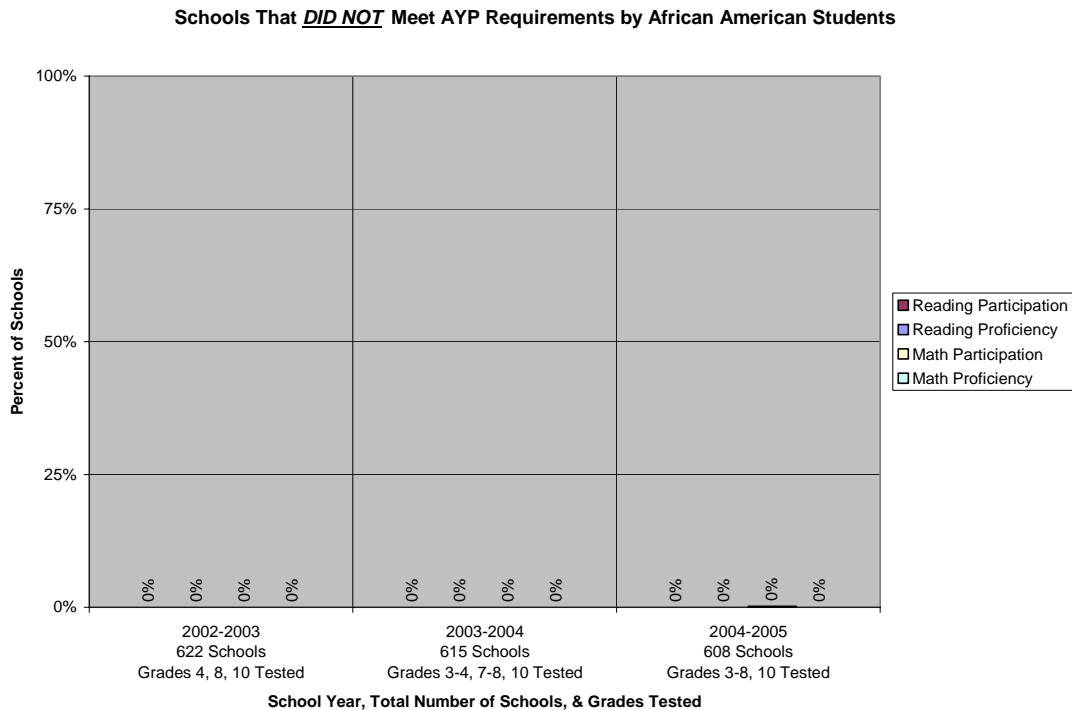


Figure 34. The Percentage of Schools That *DID NOT* Meet AYP Requirements for African American Students.

Schools That **DID NOT** Meet AYP Requirements by Hispanic Students

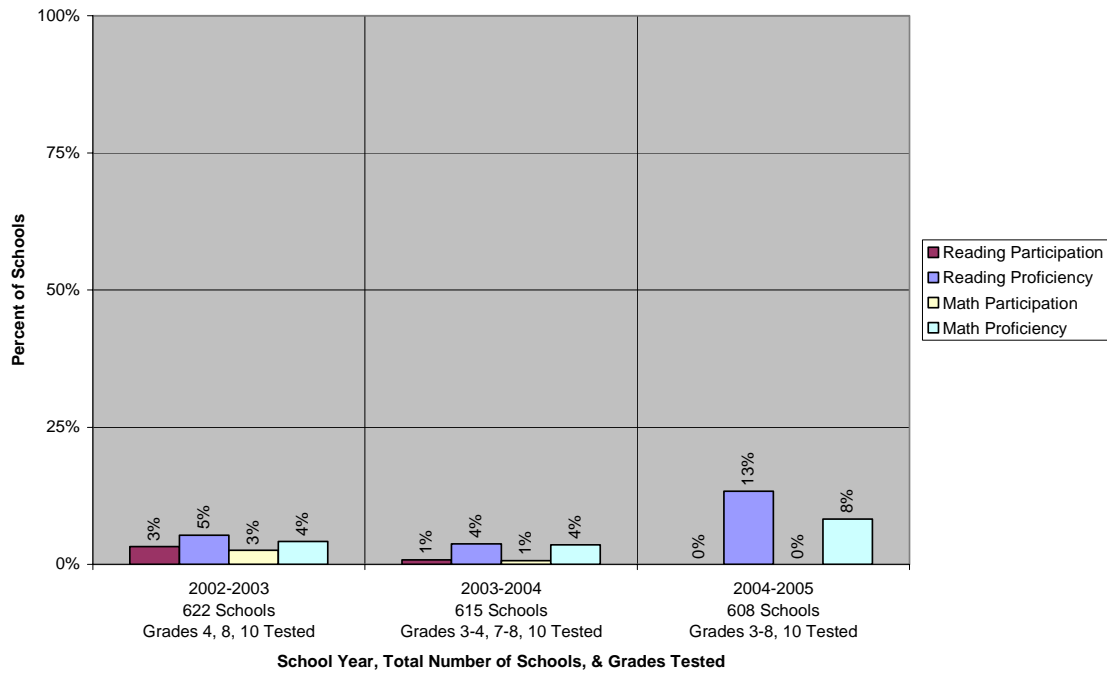


Figure 35. The Percentage of Schools That ***DID NOT*** Meet AYP Requirements for Hispanic Students.

Schools That **DID NOT** Meet AYP Requirements by Native American Students

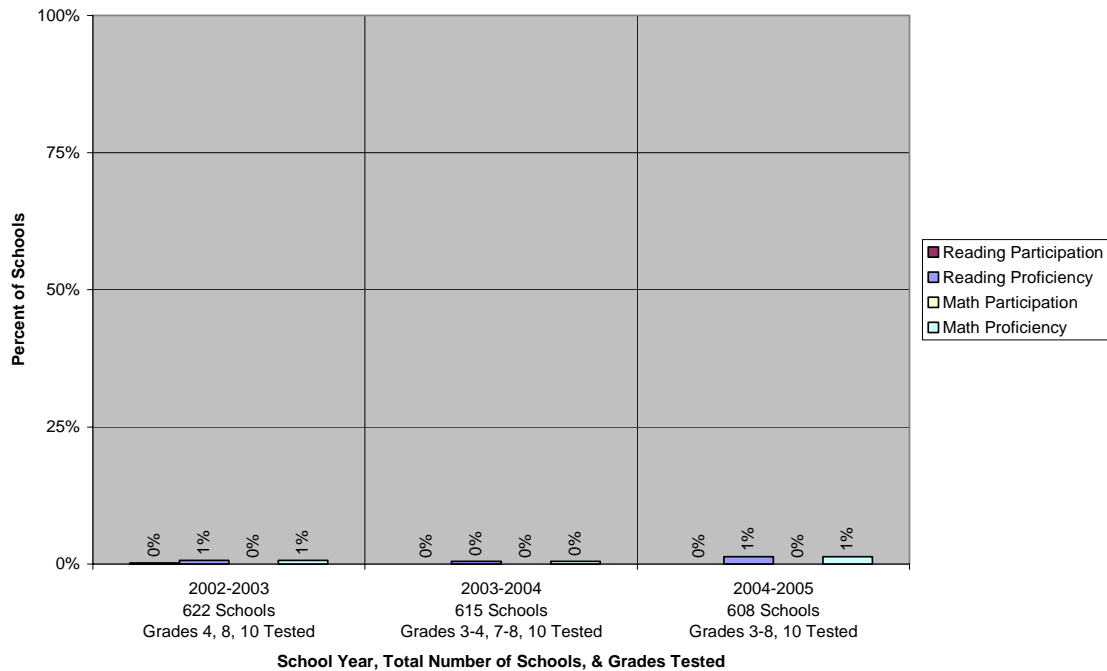


Figure 36. The Percentage of Schools That ***DID NOT*** Meet AYP Requirements for Native American/Alaska Native Students.

Schools That **DID NOT** Meet AYP Requirements by Asian Students

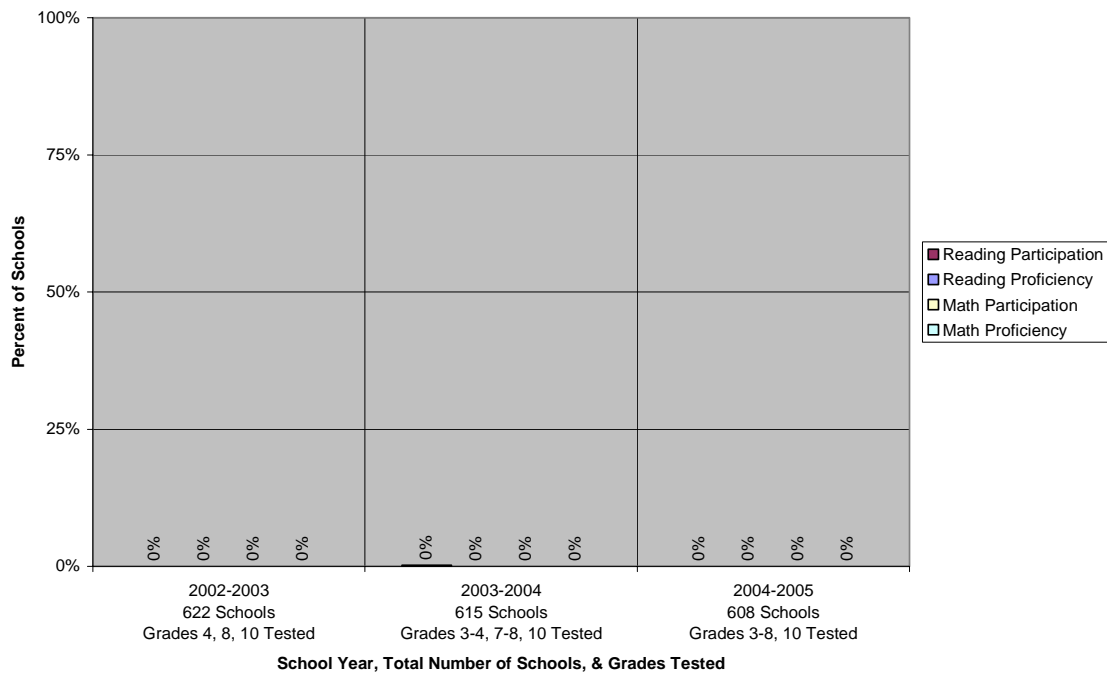


Figure 37. The Percentage of Schools That **DID NOT** Meet AYP Requirements for Asian Students.

Schools That **DID NOT** Meet AYP Requirements by Pacific Islander Students

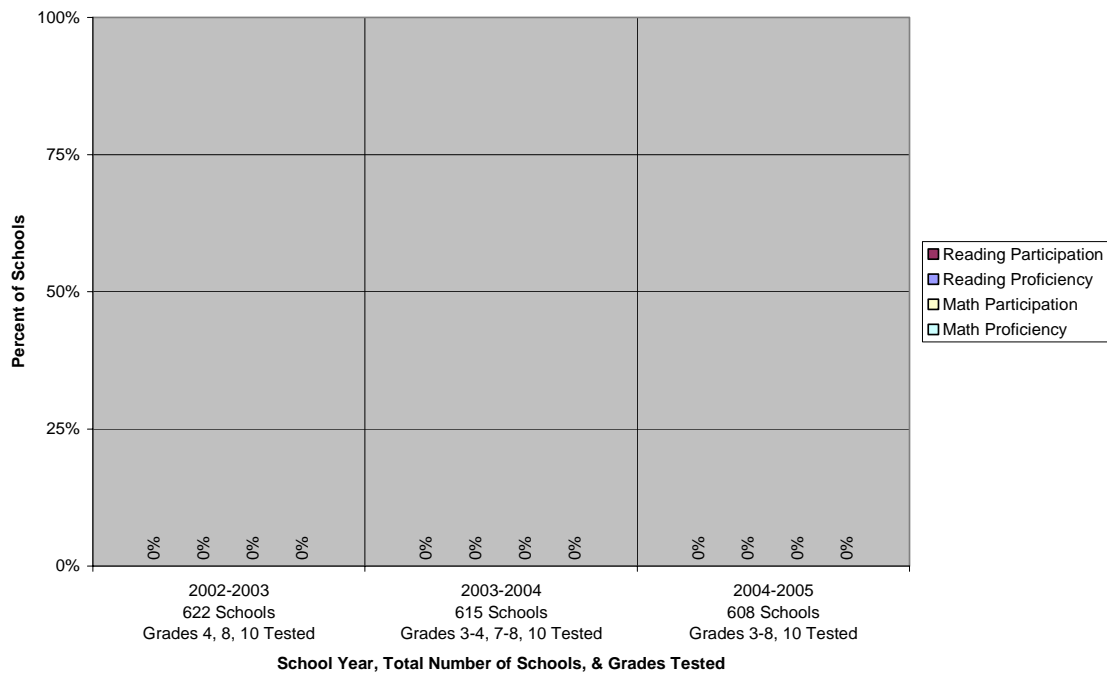


Figure 38. The Percentage of Schools That **DID NOT** Meet AYP Requirements for Native Hawaiian/Pacific Islander Students.

Schools That **DID NOT** Meet AYP Requirements by LEP Students

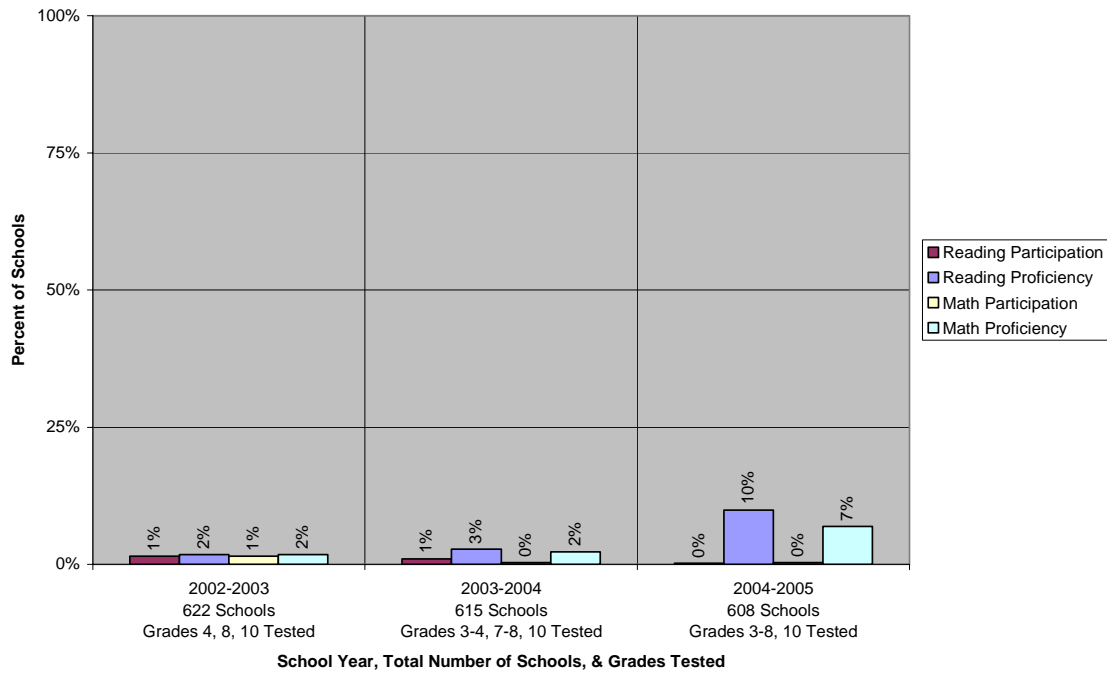


Figure 39. The Percentage of Schools That **DID NOT** Meet AYP Requirements for Limited English Proficient Students (LEP).

Schools That **DID NOT** Meet AYP Requirements by Students With Disabilities

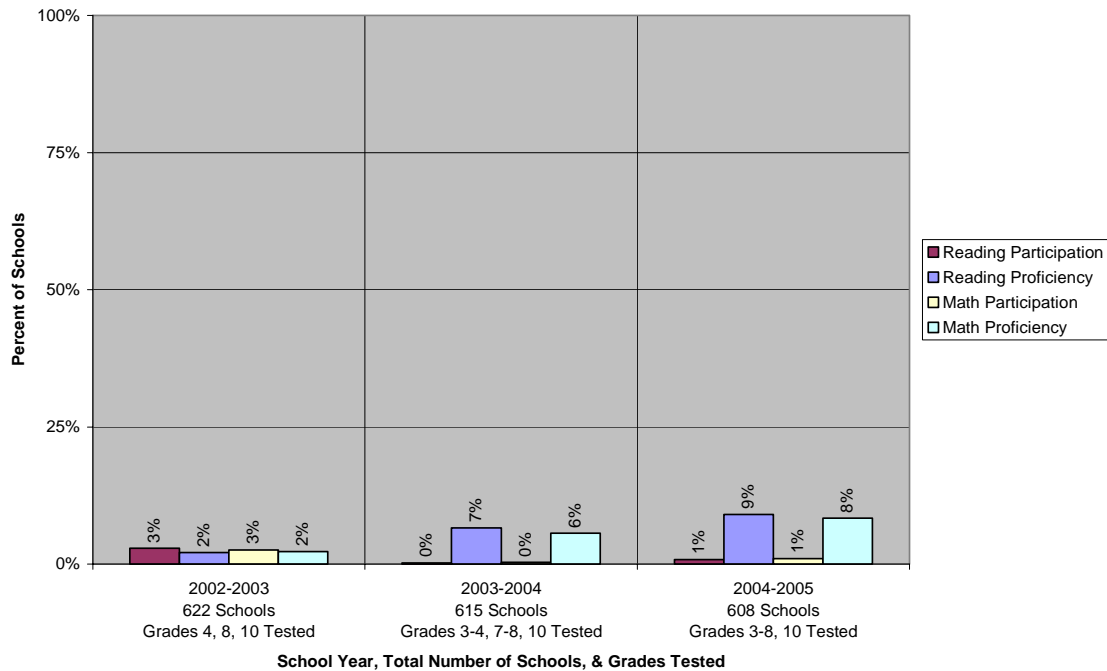


Figure 40. The Percentage of Schools That **DID NOT** Meet AYP Requirements for Students with Disabilities (SWD).

**Schools That DID NOT Meet AYP Requirements by
Economically Disadvantaged Students**

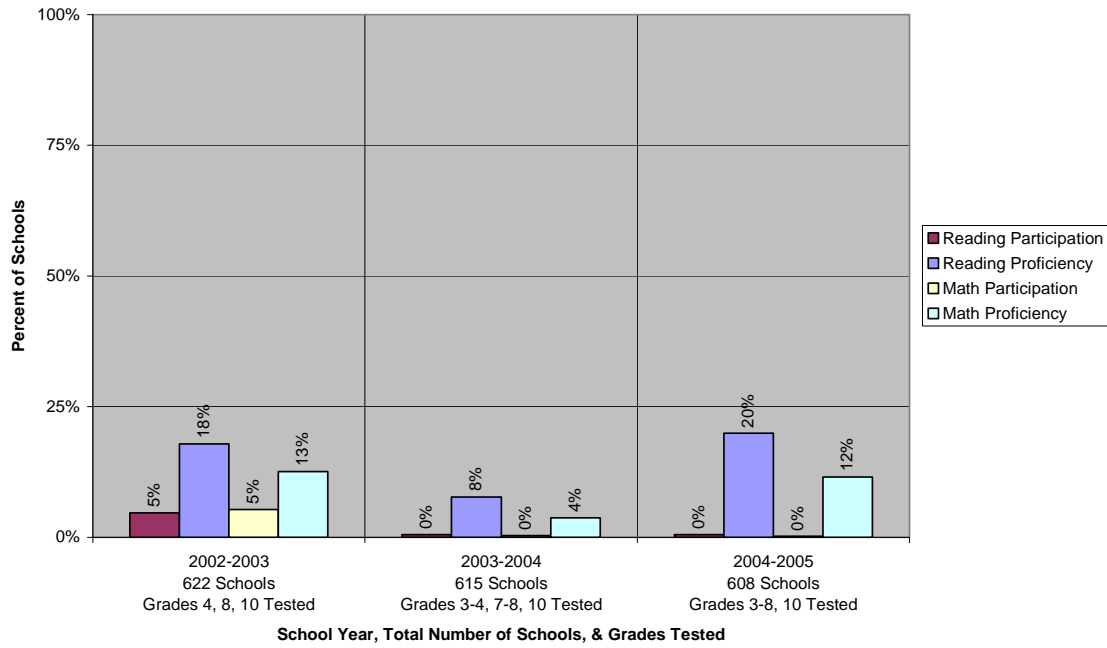


Figure 41. The Percentage of Schools That *DID NOT* Meet AYP Requirements for Economically Disadvantaged Students (Econ).

1 Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion,
2 age, disability, political beliefs, sexual orientation, or marital or family status in any educational
3 programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights
4 Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation
5 Act of 1973, and the Americans with Disabilities Act of 1990.)
6

7 It is the policy of the Idaho State Department of Education not to discriminate in any educational
8 programs or activities or in employment practices.
9

10 Inquiries regarding compliance with this nondiscriminatory policy may be directed to State
11 Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-
12 6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education,
13 915 Second Avenue Room 3310, Seattle WA 98174-1099; Telephone: (206) 220-7900; FAX:
14 (206) 220-7887, TDD: (206) 220-7907, Email: OCR_Seattle@ed.gov.